

# ATHLETIC JOURNAL

Vol. XVIII, No. 10

June, 1938



A Review of the Year in  
Intercollegiate Athletics

The State High School  
Basketball Championships



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# Coaches' Ready Reference Buying Guide

**T**HIS guide is presented for the convenience of coaches in planning their purchases for the athletic department. Under each sport and under the headings "Athletic Field Equipment," "For the Gymnasium" and "Playground Equipment" are listed the names of reliable manufacturers who can supply the many and various needs of the coach.

The address of each manufacturer is listed on page 7. Manufacturers will appreciate having coaches mention the name of The Athletic Journal when they write. All of the manufacturers listed in this guide carry or have carried advertising space in the Athletic Journal and are therefore anxious to co-operate with its readers.

## ARCHERY

### COMPLETE LINE

Lowe & Campbell Athletic Goods Co.

## ATHLETIC BOOKS

Athletic Book Company (Complete list)

### The Book-of-the-Season Club Athletic Books of All Kinds

Write for information and lists  
THE ATHLETIC BOOK COMPANY  
6816 N. Ashland Ave., Chicago, Illinois

Athletic Journal Publishing Co. (Lambert on basketball)

Barnes, A. S., & Co. (General list)  
DeGroat, H. S. (Baseball)  
Lawhead Press, The (Krieger on football)  
Lieb, Tom (Football)  
McGraw-Hill Co., Inc. (General list)  
Pipal, J. A. (Football)  
Sayer Sports Syndicate (Robertson on track)  
Scribner's Sons, Chas. (Holman on basketball)  
Spalding & Bros., A. G. (Handbooks)  
Stanford University Press (Warner on football)  
Wells, Clifford (Basketball)

## ATHLETIC INSURANCE

Ringer Company, Chas.

## ATHLETIC SUPPORTERS

Bauer & Black  
Bennett-Landon Web Co., Inc.  
Bike Web Manufacturing Co.  
Goldsmith Sons, Inc., The P.  
Johnson & Johnson  
Ken-Wel Sporting Goods Co., Inc.  
Rawlings Manufacturing Co.  
Spalding & Bros., A. G.  
Ware Co., Walter F.  
Wilson Sporting Goods Co.

## BADMINTON

### COMPLETE LINE

Draper-Maynard Co., The  
Goldsmith Sons, Inc., The P.  
Ken-Wel Sporting Goods Co., Inc.  
Lowe & Campbell Athletic Goods Co.  
Rawlings Manufacturing Co.

THE ATHLETIC JOURNAL

Reach, Wright & Ditson, A. J.  
Spalding & Bros., A. G.  
Wilson Sporting Goods Co.

## GUT

Armour & Company  
Juneman Corp., The E. P.  
Victor Surgical Gut Mfg. Co.  
Wilson Sporting Goods Co.

## SHOES

Mishawaka Rubber & Woolen Mfg. Co.

## SHUTTLES

Pennsylvania Rubber Company of America, Inc.

## SOCKS

Mishawaka Rubber & Woolen Mfg. Co.

## BASEBALL

### COMPLETE LINE

Draper-Maynard Co., The  
Dubow Mfg. Co., J. A.  
Goldsmith Sons, Inc., The P.  
Ken-Wel Sporting Goods Co., Inc.  
Lowe & Campbell Athletic Goods Co.  
Rawlings Manufacturing Co.  
Spalding & Bros., A. G.  
Stall & Dean Mfg. Co.  
Wilson Sporting Goods Co.

## SHOES

Brooks Shoe Mfg. Co.  
Riddell, Inc., John T.  
Wisconsin Shoe Co.  
Witchell-Sheill Co.

## SOCKS

Champion Knitwear Mills  
Nelson Knitting Co.

## BALLS

Reach, Wright & Ditson, A. J.

## BATS

Hillerich & Bradsby Co., Inc.  
Reach, Wright & Ditson, A. J.

## TICKETS AND COUPON BOOKS

Arcus Ticket Company

## BOXES (Pitchers)

Voit Sports Equipment Co.

## BASES

National Sports Equipment Co.

## BASKETBALL

### COMPLETE LINE

Draper-Maynard Co., The  
Dubow Mfg. Co., J. A.

Goldsmith Sons, Inc., The P.  
Kahn Co., Arthur

**WHEN ORDERING  
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Specify KAHNFAST SATINS**  
CONTACT ACCOMPANYING LIST OF  
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NEW YORK, N. Y.**

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Lowe & Campbell Athletic Goods Co.  
Rawlings Manufacturing Co.  
Spalding & Bros., A. G.  
Stall & Dean Mfg. Co.  
Wilson Sporting Goods Co.

## BALLS

Reach, Wright & Ditson, A. J.  
Voit Sports Equipment Co.

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## SHOES

Brooks Shoe Mfg. Co.  
Converse Rubber Co.  
Hood Rubber Co.  
Mishawaka Rubber & Woolen Mfg. Co.  
Riddell, Inc., John T.  
Servus Rubber Co.  
United States Rubber Products, Inc.  
Wisconsin Shoe Co.  
Witchell-Sheill Co.

## SOCKS

Champion Knitwear Mills  
Draper-Maynard Co., The  
Goldsmith Sons, Inc., The P.  
Mishawaka Rubber & Woolen Mfg. Co.  
Nelson Knitting Co.  
Wilson Sporting Goods Co.

## CLOTHING

Draper-Maynard Co., The  
Goldsmith Sons, Inc., The P.  
King Sport Co.  
O'Shea Knitting Mills  
Rawlings Manufacturing Co.  
Sand Knitting Mills Co.  
Wilson Sporting Goods Co.

## SCOREBOOKS

Draper-Maynard Co., The  
Goldsmith Sons, Inc., The P.  
Lowe & Campbell Athletic Goods Co.  
Rawlings Manufacturing Co.  
Wilson Sporting Goods Co.



## BACKSTOPS

Medart Mfg. Co., Fred  
Porter Corp., The J. E.

## SCOREBOARDS

Du-Crafts, Inc.  
Giant Mfg. Co.  
Simplex Company, The

## GOALS

Bask-O-Lite Co.  
Medart Mfg. Co., Fred  
Porter Corp., The J. E.  
Rawlings Manufacturing Co.

## BANKS

Medart Mfg. Co., Fred  
Porter Corp., The J. E.

**TICKETS AND COUPON BOOKS**  
Arcus Ticket Co.

## MOTION PICTURE FILMS

Eastman Kodak Co.  
Films, Inc.  
Gath Co., H. D.

## BEE BALL

**COMPLETE LINE**  
Spalding & Bros., A. G.

## BILLIARDS

**COMPLETE LINE**  
Brunswick-Balke-Collender Co.

## BOWLING

**COMPLETE LINE**  
Brunswick-Balke-Collender Co.

## SHOES

Draper-Maynard Co., The  
Goldsmith Sons, Inc., The P.  
Riddell, Inc., John T.  
Spalding & Bros., A. G.  
Witchell-Sheill Co.

## BOXING

**COMPLETE LINE**  
Draper-Maynard Co., The  
Dubow Mfg. Co., J. A.  
Goldsmith Sons, Inc., The P.  
Ken-Wel Sporting Goods Co., Inc.  
Lowe & Campbell Athletic Goods Co.  
Rawlings Manufacturing Co.  
Spalding & Bros., A. G.  
Wilson Sporting Goods Co.

## SHOES

Riddell, Inc., John T.  
Wisconsin Shoe Co.  
Witchell-Sheill Co.

## CLOTHING

Goldsmith Sons, Inc., The P.  
O'Shea Knitting Mills  
Rawlings Manufacturing Co.  
Wilson Sporting Goods Co.

## RINGS

Medart Mfg. Co., Fred  
Petersen & Company  
Porter Corp., The J. E.

## EQUIPMENT CLEANING AND REBUILDING

Ivory System

### IVORY SYSTEM, Salem, Mass.

Athletic Reconditioners for  
Schools and Colleges of the  
U. S. A.

Kelley Co.  
Lloyds, Inc.  
Petersen & Company

## ATHLETIC FIELD EQUIPMENT

### BLEACHERS AND GRANDSTANDS

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Leavitt Manufacturing Co.  
Newcastle Products Co.  
Pittsburgh-Des Moines Steel Co.  
Wayne Iron Works  
Winkler, W. H.

### BLEACHER CUSHIONS

Petersen & Company

### CANVAS FIELD COVERS

Rite Canvas Products Corp.

### SIDEWALL ENCLOSURES

Rite Canvas Products Corp.

### FLOODLIGHTS

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Cahill Brothers  
Crouse-Hinds Co.  
General Electric Co.

## FLOODLIGHTING

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Giant Manufacturing Co.  
Westinghouse Elec. & Mfg. Co.

### SOUND AMPLIFYING SYSTEMS

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Wright-DeCoster, Inc.

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Toro Manufacturing Corp.

*Great for Tennis Courts,  
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### WEED KILLERS AND MOLE ERADICATORS

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Spalding & Bros., A. G.  
Wilson Sporting Goods Co.

### SHOES

United States Rubber Products, Inc.

THE ATHLETIC JOURNAL



## FOOTBALL

### COMPLETE LINE

Bailey & Himes  
Draper-Maynard Co., The  
Dubow Mfg. Co., J. A.  
Goldsmith Sons, Inc., The P.  
Ken-Wel Sporting Goods Co., Inc.  
Leacock Sporting Goods Co.  
Lowe & Campbell Athletic Goods Co.  
Partridge Co., Horace  
Rawlings Manufacturing Co.  
Reach, Wright & Ditson, A. J.

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FOR FOOTBALL BASEBALL  
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and ALL SPORTS  
WRITE FOR CATALOGUE  
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Riddell, Inc., John T.  
Sternaman, Edward C.  
Witchell-Sheill Co.

### BALLS

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Reach, Wright & Ditson, A. J.  
Voit Sports Equipment Co.

### CLOTHING

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Goldsmith Sons, Inc., The P.  
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Nelson Knitting Co.  
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Arcus Ticket Co.

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Stanford University Press

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Sternaman, Edward C.

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Goldsmith Sons, Inc., The P.  
Lowe & Campbell Athletic Goods Co.  
Rawlings Manufacturing Co.  
Reach, Wright & Ditson, A. J.  
Spalding & Bros., A. G.  
Wilson Sporting Goods Co.

### CLUBS

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### BOOKS

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### GENERAL LINE

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Rawlings Manufacturing Co.  
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Wilson Sporting Goods Co.

### BLEACHERS

Giant Mfg. Co.  
Leavitt Manufacturing Co.  
Medart Mfg. Co., Fred  
Newcastle Products Co.  
Wayne Iron Works  
Winkler, W. H.

### STEEL ARCHES

Arch Roof Construction Co.

### CHAIRS

Lyon Metal Products, Inc.

### LOCKERS

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Medart Mfg. Co., Fred

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Mayer & Co., Theodore

### FOR THE COACH'S DESK

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### SHOES

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Witchell-Sheill Co.

## HANDBALL

### COMPLETE LINE

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Goldsmith Sons, Inc., The P.  
Ken-Wel Sporting Goods Co., Inc.  
Lowe & Campbell Athletic Goods Co.  
Rawlings Manufacturing Co.  
Spalding & Bros., A. G.  
Wilson Sporting Goods Co.

### BALLS

Reach, Wright & Ditson, A. J.

### SHOES

Mishawaka Rubber & Woolen Mfg. Co.  
United States Rubber Products, Inc.

### SOCKS

Mishawaka Rubber & Woolen Mfg. Co.

## ICE HOCKEY AND SKATING

### COMPLETE LINE

Goldsmith Sons, Inc., The P.  
Ken-Wel Sporting Goods Co., Inc.  
Rawlings Manufacturing Co.  
Spalding & Bros., A. G.  
Wilson Sporting Goods Co.

### SKATES AND SHOES

Nestor Johnson Mfg. Co.

### SHOES

Brooks Shoe Mfg. Co.  
Witchell-Sheill Co.

### CLOTHING

Draper-Maynard Co., The  
King Sport Co.  
O'Shea Knitting Mills

## LACROSSE

### COMPLETE LINE

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### STICKS

Lantry & Co., H. M.

### SHOES

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Rawlings Manufacturing Co.  
Spalding & Bros., A. G.

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### GENERAL LINE

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Medart Mfg. Co., Fred  
Porter Corp., The J. E.  
Rawlings Manufacturing Co.  
Spalding & Bros., A. G.  
Wilson Sporting Goods Co.

### SWINGS AND SLIDES

Medart Mfg. Co., Fred  
Porter Corp., The J. E.

## POSTERS

Pryor Press

## RACQUETS

### GUT

Juneman Corp., E. P.  
Victor Surgical Gut Mfg. Co.  
Wilson Sporting Goods Co.

## RUGBY

### COMPLETE LINE

Spalding & Bros., A. G.

## SKIING

### COMPLETE LINE

Ken-Wel Sporting Goods Co., Inc.  
Spalding & Bros., A. G.

### BOOTS

Brooks Shoe Mfg. Co.  
Wisconsin Shoe Co.

## SOCCER

### COMPLETE LINE

Draper-Maynard Co., The  
Goldsmith Sons, Inc., The P.  
Ken-Wel Sporting Goods Co., Inc.  
Lowe & Campbell Athletic Goods Co.  
Mitchell & Ness  
Rawlings Manufacturing Co.  
Spalding & Bros., A. G.  
Wilson Sporting Goods Co.

### BALLS

Draper-Maynard Co., The  
Dubow Manufacturing Co., J. A.  
Goldsmith Sons, Inc., The P.  
Reach, Wright & Ditson, A. J.  
Voit Sports Equipment Co.  
Wilson Sporting Goods Co.

### SHOES

Brooks Shoe Mfg. Co.

### CLOTHING

O'Shea Knitting Mills  
Rawlings Manufacturing Co.  
Wilson Sporting Goods Co.

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### COMPLETE LINE

Draper-Maynard Co., The  
Dubow Mfg. Co., J. A.  
Goldsmith Sons, Inc., The P.  
Ken-Wel Sporting Goods Co., Inc.  
Lowe & Campbell Athletic Goods Co.  
Rawlings Mfg. Co.  
Spalding & Bros., A. G.  
Wilson Sporting Goods Co.

### BALLS AND BATS

Reach, Wright & Ditson, A. J.  
Voit Sports Equipment Co.

### SHOES

Brooks Shoe Mfg. Co.  
Converse Rubber Co.  
Hood Rubber Co.  
Riddell, Inc., John T.  
Servus Rubber Co.  
United States Rubber Products, Inc.  
Witchell-Sheill Co.

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### COMPLETE LINE

Spalding & Bros., A. G.

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### COMPLETE LINE

Ken-Wel Sporting Goods Co., Inc.  
Lowe & Campbell Athletic Goods Co.  
Reach, Wright & Ditson, A. J.  
Spalding & Bros., A. G.  
Wilson Sporting Goods Co.

### GUT

Armour & Company  
Juneman Corp., The E. P.  
Victor Surgical Gut Mfg. Co.  
Wilson Sporting Goods Co.

### SHOES

Mishawaka Rubber & Woolen Mfg. Co.

## SOCKS

Mishawaka Rubber & Woolen Mfg. Co.

## COURTS

Brunswick-Balke-Collender Co.

## BOOK

McGraw-Hill Book Co., Inc.

## SWIMMING

### COMPLETE LINE

Medart Mfg. Co., Fred  
Porter Corp., The J. E.  
Spalding & Bros., A. G.

### DIVING BOARDS

Giant Manufacturing Co.  
Medart Mfg. Co., Fred  
Porter Corp., The J. E.

## TEACHERS' AGENCIES

Clark-Brewer Coaches Bureau  
Rocky Mt. Teachers Agency  
Specialists Educational Bureau

## TENNIS

### COMPLETE LINE

Draper-Maynard Co., The  
Goldsmith Sons, Inc., The P.  
Ken-Wel Sporting Goods Co., Inc.  
Lowe & Campbell Athletic Goods Co.  
Rawlings Manufacturing Co.  
Reach, Wright & Ditson, A. J.  
Spalding & Bros., A. G.  
Wilson Sporting Goods Co.

### SHOES

Converse Rubber Co.  
Hood Rubber Co.  
Mishawaka Rubber & Woolen Mfg. Co.  
Servus Rubber Co.  
United States Rubber Products, Inc.

### SOCKS

Mishawaka Rubber & Woolen Mfg. Co.

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**C O N T E N T S**  
*for June, 1938*

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**PAGE**

- 11 Review of the Year in Intercollegiate Athletics
- 13 Review of the Year in Interscholastic Athletics
- 23 Teaching Football to the Individual.....Gilbert S. Cooper
- 26 The Use I Have Made of the Athletic Journal in My Pitching..  
..... Richard Treat
- 26 The Pomona Baseball Tournament.....C. Merrill Green
- 27 The Athletic Coach in the Community Recreation Program....  
..... Carl Nordly
- 30 Tabulation by States Showing Sports Activities
- 38 An Intramural Sports Program for Colleges and High Schools..  
..... Adrian Christenson
- 40 Six-Man Football .....A. W. Larson
- 41 The Coach Widens His Campus Influence.....James Pederson
- 44 Archery in School Physical Education and Community Program  
..... Lloyd Ostrander

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PUBLISHED MONTHLY except July and August by the Athletic Journal Publishing Company, 6858 Glenwood Avenue, Chicago, Illinois, Member Audit Bureau of Circulations. Request for change of address must reach us thirty days before the date of issue with which it is to take effect. Duplicate copies cannot be sent to replace those undelivered through failure to send advance notice.



SUBSCRIPTION PRICES: \$1.50 per year; \$2.00 for two years; \$2.50 for three years; 90 cents for six months; 75 cents for five months; Canada, \$1.75 per year; foreign, \$2.00 per year. Single copies, 25 cents. Copyright, 1938, The Athletic Journal Publishing Company. Entered as second-class matter, August 14, 1925, at the post office at Chicago, Illinois, under the Act of March 3, 1879.



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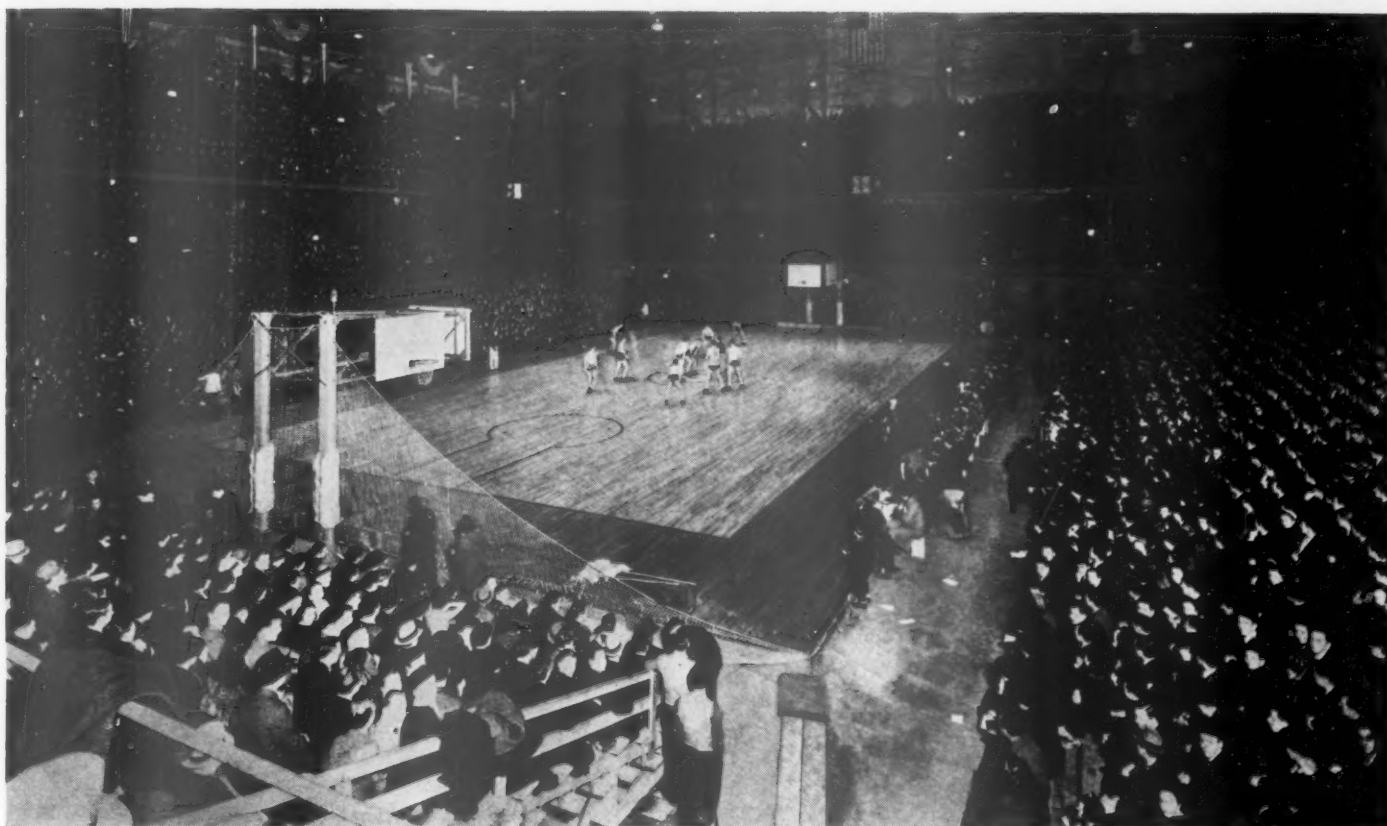
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## Review of the Year in Intercollegiate Athletics

**A**RATHER comprehensive idea of the state of intercollegiate athletics during the school year of 1937 and 1938 may be derived from the reports of the representatives of the eight districts of the National Collegiate Athletic Association.

### *From the Administrative Point of View*

**I**N the New England district, there was a broadening interest in intercollegiate athletics and a greater activity in intramural competition. Officiating improved, attendance at contests increased, and a larger number of students participated in athletics.

In the second district, composed of colleges and universities in New York, Pennsylvania, New Jersey and Delaware, there has been a definite awakening of interest in the problem of intercollegiate athletics on the part of college presidents and trustees with the result that there have been changes in the methods of control of athletics in many institutions in the district. Eleven Eastern intercollegiate sports' groups, composed of some fifty colleges and universities of this district, have es-

tablished this year a central office in New York City with Asa Bushnell, Graduate Manager of Athletics at Princeton University, as executive director.

Attendance at football and basketball games increased, but baseball attendance declined.

In the third district, composed of colleges and universities of Alabama, Louisiana, South Carolina, Virginia, North Carolina, District of Columbia, Georgia, Maryland, Tennessee, Mississippi, Florida and Kentucky, increased public interest, especially in the major games, was noticeable. The tendency to increase the minor sports' budget was general throughout the district.

The Southeastern Conference in this district has been undertaking to legalize scholarships where athletic ability is considered.

Colleges and universities of Wisconsin, Indiana, Ohio, Illinois, Michigan and Minnesota comprise the fourth district. The division of the Little Nineteen Conference into two smaller conferences added a new conference to the district. The attendance at football games in the district showed an increase. The Western Con-

ference reported an increase of fifteen per cent over the preceding year. The directors of the schools in this conference continued their efforts to educate the public that betting and drinking at games are inappropriate at events sponsored by educational institutions primarily for students.

Colleges and universities of Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota and Oklahoma make up the membership of the fifth district.

Attendance at football games was noticeably on the uptrend, the University of Nebraska heading the list in this respect.

The participation of the junior college athlete after transferring to a four-year college is a problem under consideration.

The Texas and Arizona colleges and universities of the sixth district dealt with several interesting administrative problems during the year. Criticism of officials increased during the fall due, perhaps, in addition to the fact that competition in many conference games was very intense, to the increased use of motion pictures. At the annual meeting of the Southwest Conference, it was agreed that the abuse of motion pictures should



be stopped and that pictures should be used for instructional purposes.

The Southwest Conference members continued their efforts to prevent drinking at football games, with the result that public opinion is supporting the schools.

This conference adopted a plan of equalizing the cost of tuition and fees for athletes in the several schools of its membership. This places the denominational college on the same basis as other schools.

In the seventh district, the colleges and universities of the mountain states had a noticeable increase in attendance. Seven of the institution members of the Rocky Mountain Faculty Athletic Conference formed a new conference known as the Mountain States Intercollegiate Athletic Conference.

The colleges and universities of the West coast which comprise the eighth district reported a normal year. Attendance showed a slight increase. The Pacific Coast Conference of this district is undertaking a thorough study of the source of income of conference athletes through the offices of a skilled investigator.

### *Football Offense and Defense*

**T**HE trend in football offense and defense may best be summarized from the reports given by coaches at the annual meeting of the American Football Coaches Association.

In New England, the single wing-back was the most commonly used type of offense, with deception and perfect timing in blocking rather than sheer power prevailing. The double wing-back and punt formations were used by several coaches. The forward pass developing from spinners, reverses and fake bucks was a potent offensive weapon, the lateral pass being used mostly as a threat.

The predominating defense was the 6-2-2-1. There were, however, noted also the seven-man line; the six-man line with the old type of roving center; and several teams used the five, four or three-man defensive lines with a variety of formations in the backfield.

With so many varieties of defense and with many institutions too limited in their practice time to develop offense against many defenses, the question has arisen, "Should the defensive line be set at six or seven men?"

The season in general in the New England colleges showed a marked improvement in the execution of deceptive plays and a type of game that appealed to the football spectator.

The second district furnished seven teams undefeated through the season and the report showed greater enthusiasm and interest in football, substantiated by a general increase in attendance. No one offensive system may be announced as prevailing, as the Notre Dame, Warner and single wing-back systems were suc-

cessfully used by many outstanding teams.

In the third district, a more open style of game prevailed, the forward pass being used more than before as an offensive weapon. Both the single and double wing-back, the punt and Notre Dame systems were in evidence with many variations in the formations employed.

The defense was most varied. The 6-2-2-1; 7-1-2-1; 7-2-2; 6-3-2; 5-3-2-1; 5-4-2; 6-2-1-2 defenses were used. The 5-3-2-1 was a popular defense.

In the offense of the fourth district there was a noticeable tendency of teams to drift away from the wide open style of play and rely on power, forward passes and deception. There were fewer lateral pass and razzle-dazzle plays.

The fifth district report showed the single wing-back the most popular offensive formation. Forward passing was developed to a greater degree, and lateral passing as a basic maneuver declined.

The 6-2-2-1 defense was used by a majority of the teams. An occasional 5-3-2-1 and a 7-2-2 were employed.

The teams of the Southwest continued to use the forward pass with success.

In the Rocky Mountain schools all standard offensive formations were employed with some type of shift much in evidence.

The 6-2-2-1 defense was most common; several used the 6-3-2 and 7-1-2-1 defenses and occasionally the 5-3-2-1 appeared. The use of the forward pass increased, that of the lateral decreased.

Offense in the far West (central and south), may be characterized by sound fundamental football "good ground football," fast charging and forward passing. The six tie games in the Pacific Coast Conference suggest the defensive ability of the teams in this section of the country.

In the offense of the Northwest, the Notre Dame and single wing-back systems prevailed.

At the close of the football season, this publication in the November issue presented a review of the basic formations as used in various sections of the country.

### *Football Rules Changes for 1938*

**T**HE Football Rules Committee met this year immediately following the annual meetings of the National Collegiate Athletic Association and the American Coaches Football Association. The prevailing opinion expressed at these meetings was that there should be few changes in the rules.

The changes as announced for 1938 are as follows:

In Rule 1, Section 2, the short lines marking the spot to which the ball is brought in have been changed from 10 yards to 15 yards in from the side lines. This, of course, makes a similar change in Rule 6, Section 2, Article 1 and in Rule 7, Section 3, Article 7.

The next change of importance is in Rule 7, Section 5; a forward pass becoming incomplete in the opponent's end zone is treated the same as though it became incomplete in the field of play. Last year a second incomplete pass in the opponent's end zone in any series of downs was a touchback. This year it is a touchback only if such an incompleting pass occurs on a fourth down.

Rule 7, Section 5, top of page 33—**SPECIAL NOTE.** This wording is different from last year.

On page 47 is found a new Special Note calling attention to the illustrations governing the use of hands and arms.

The penalty under Rule 10, Section 2, Article 7, has been changed to conform to the penalty under Rule 11, Article 5. Hereafter the penalty will be the same whether the unsportsmanlike conduct is by players or by persons other than the players.

There are a few other minor changes for the purpose of clarification but those mentioned above constitute all that are worthy of note at this time.

### *Baseball*

**T**HE National Collegiate Athletic Association appointed last year a special committee for the study of baseball in the colleges and universities. A very comprehensive study has been made by this committee composed of L. W. St. John, Ohio State, Chairman, Frank McCormick and Professor Phillip O. Badger.

As soon as the report is completed, the readers of this publication will be given an opportunity to study it.

### *Basketball*

**T**HE following comments on college basketball in the various sections of the country have been made by the men who represent their districts on the National Basketball Rules Committee. First District, Sumner Dole; Second District, H. H. Salmon; Third District, Henry G. Crisp; Fourth District, Dr. Walter E. Meanwell; Fifth District, Dr. Forrest C. Allen; Sixth District, James W. St. Clair; Seventh District, Willard A. Witte; Eighth District, John W. Bunn.

New England has experienced one of its best, if not its very best, years in basketball. Attendance at college basketball games exceeded that of a year ago and the type of basketball played probably accounts for this in part. With the removal of the center jump many teams adopted a very fast offense which resulted in more scoring.

College basketball produced many excellent teams, two of the better ones being Dartmouth, which won the Eastern Intercollegiate Championship, and Rhode Island State, which was probably the

*(Continued on page 46)*

# A Review of the Year in Interscholastic Athletics

SO vast is the field of interscholastic athletics that it is mere mockery to call this article a review. It is but a sketch that purposes in a few pages to answer the question often asked as to the number of secondary schools in the country that have athletic activities and the various sports conducted in these schools. The secretaries of the high school athletic associations have co-operated in an excellent manner in furnishing the data that appears in the summary. In some states, records are kept and definite information is available, while in other states, the reports are estimates. However, the reports are from authoritative sources and give as accurate an idea as can be obtained of the extent of interscholastic athletic activities.

A few states have state football and baseball tournaments. All have state track and field meets and all but six have state basketball tournaments. One of these, Michigan, has a tournament for the upper peninsula and one for the lower, but not a state-wide final.

In general, attendance at interscholastic events was on the increase in 1937-38 and basketball, in particular, as judged by the attendance records of the state tournaments, reached a high peak. Crowds were turned away in some states. The total attendance at the state basketball tournaments can very definitely be stated as 570,000, allowing for estimates in a few cases where definite figures were not available.

The fact that more than 15,000 schools are reported to have had basketball as a school activity, is convincing evidence of the wide-spread popularity of this sport.

The forty-two coaches, and the 400 boys who won the state tournaments are the winners respectively from a start of 15,000 coaches and 200,000 players, conservatively estimated.

Since the *ATHLETIC JOURNAL* is primarily a technical magazine for the coach, a review of the basketball tournaments is, herewith, presented from the viewpoint of technique. Just as football coaches enjoy reviewing the offense and defense used in the various sections of the country, basketball coaches welcome an opportunity to study the styles of play that were used by the coaches whose teams won the state championships.

The editor wishes to express his appreciation to the coaches who have co-operated in making this report so valuable. He regrets that space does not permit the publication of the complete reports. He further wishes to inform the other coaches, whose teams were represented in the tournaments, that the coaches who have written these reports were most generous in their praise of the play of their opponents, thus exemplifying one of the cardinal attributes of sportsmen.

## ALABAMA

*W. G. O'Brien*

*Jackson County High School,  
Scottsboro*

THE state is divided into eight districts. The two winning teams of each district go to the state tournament sponsored by the University of Alabama at Tuscaloosa. No two teams from the same district are placed in the same bracket at the state tournament. The tournament is run off in two days; the team winning the championship plays four games.

I start practice the first of December and work my squad an hour and a half daily. I usually have boys about six feet tall, my center for the past three years was six feet, five inches. Naturally, I disliked the idea of the rule change but after

coaching a while without the center tip, I like the change.

My team has been very successful in using the shifting zone defense. That is, I let every man shift with the ball instead of with the players. I line up three men in front, two behind. The three men in front must be fast and able to shift their position well. The two men behind must be tall, good ball handlers, and be able to take the ball off the backboard. One loafer on this type of defense will ruin the whole defense. The front men must always keep their hands outstretched to avoid long shots.

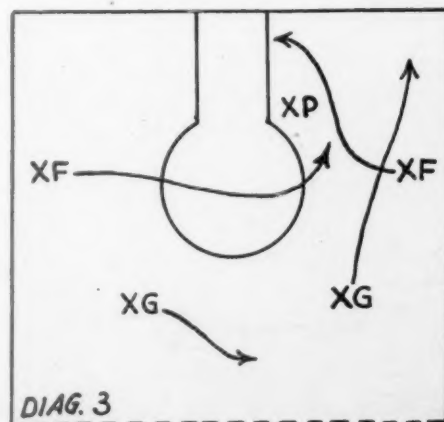
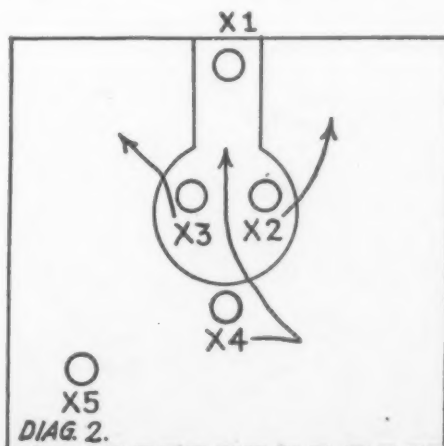
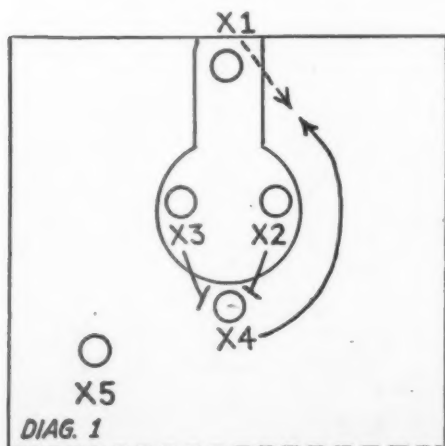
My other type of defense is the 2-1-2 defense. I use this against teams which have good pivot men who do lots of shooting from the spot, or run across the spot and shoot with one hand. This defense is also a shifting defense, with the players shifting with the ball instead of with the men.

We always try to use a fast-break. That is, we try to get down the floor and score before the other team's defense gets set. Of course, we cannot work this all the time. So we try short passes with a little blocking. We use very few set plays, two out-of-bound plays and three set plays in working through a defense.

As shown in Diagram 1, X2 screens X4's guard, X3 helps or screens a second time. X4 breaks around, takes the ball from X1, and shoots. X4 stays out, in case the play does not work.

In Diagram 2, X2 and X3 break to the corners. X4 fakes to the right and breaks down the center.

The set play which works best for us is the old pivot play. We work it like this (diagram 3). We spot our pivot man on the edge of the line. Our two forwards play inside, our guards outside. We try





to work the ball to our pivot man. If successful, one forward breaks under the basket, one forward breaks in front of the basket, one guard breaks down the side line, with the pivot man handing the ball to the open player, the pivot man blocking. If nobody is open, the pivot man turns and shoots for the basket. If this fails, we work on the corner man for a pivot play.

## ARIZONA

**Frank Brickey**

**Union High School, Duncan**

ARIZONA is divided into five districts. Three teams are selected from each of the district tournaments and one is selected from the state at large. All state tournament arrangements are made by the University of Arizona at Tucson. We displayed, according to the Arizona Republic, "a clever passing attack and an airtight defensive zone game." The outstanding points of the tournament were: (1) An increase in the number of schools present. (2) An increased attendance. (3) Splendid attitude of players and coaches toward all contestants and officials. The no-tip-off rule has been well received by coaches, players and spectators in the state. A few coaches feel that an official should handle the ball following a basket.

Three plays, as shown in Diagrams 4, 5 and 6, were used to good advantage. Diagram 4 shows a play used to meet a man-to-man defense, Diagram 5 to meet a zone defense and Diagram 6 to meet a shifting defense.

In Diagram 4, X1 and X2 criss-cross, X2 returning the ball to X1 who passes to X3 as he comes out fast. X4 moves into position to screen for X3 as he pivots and dribbles for the basket. As an alternative, X1 may take a return pass from X3 and break for the basket.

In Diagram 5, an offense against the zone defense, X1 and X3 pass until the defense shifts to meet the ball. X1 bounces to X2 who is breaking out. X2 hooks to X3 who quickly bounces to X4. Again bounce passing, X4 passes to X5 who takes a pivot shot. X2 and X4 vary

this by shooting from their respective spots.

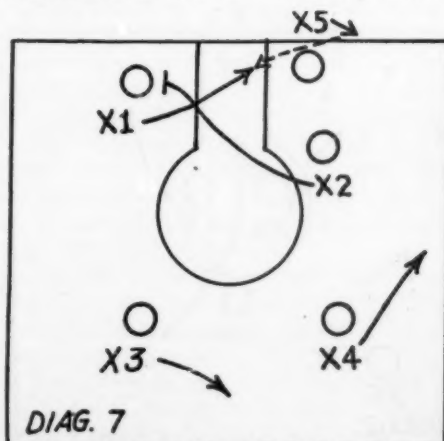
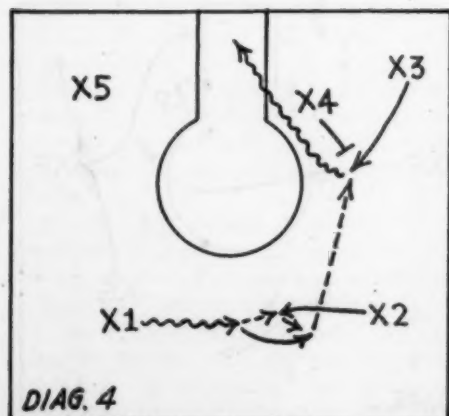
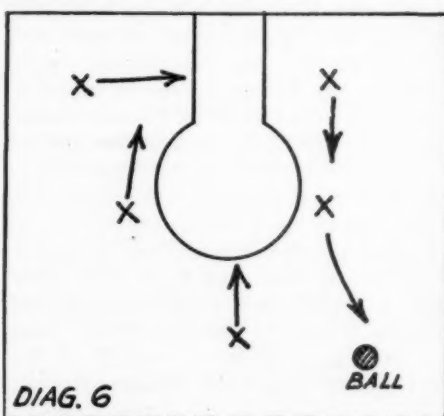
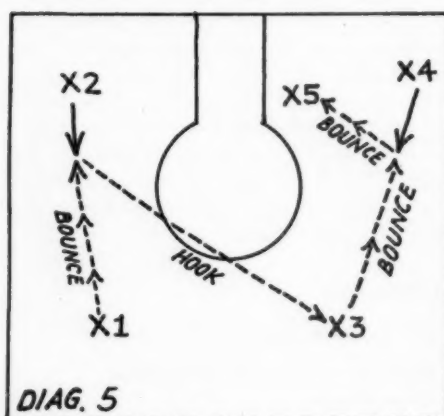
In Diagram 6, the men are placed for a normal situation when the ball is directly in front of the basket. When the ball shifts, as indicated, the arrows point to the path of the men.

## COLORADO

**Ed Flint**

**North High School, Denver**

IN my first year at North High, I literally fell into the finest material of my coaching experience. I had six boys big and fast, good passers, good ball-handlers and hard and willing workers. We started slowly but managed to win the strongest leagues of the state in the A League. B League teams started play Wednesday night, A League teams Thursday. The two league winners met Satur-



day night for the state championship.

Gate receipts almost doubled any previous year. Bracketing of teams into two leagues produced even contests through the tournament to the finals. Offensively, teams favored the fast-break and the zone defense seemed to be on the increase.

Defensively, we used a tight man-for-man, seldom changing men.

The out-of-bounds play, on which we scored, is shown in Diagram 7.

X5 plays the ball from out-of-bounds. X2 breaks to the left. X1 cuts off of him. X4 goes wide. X3 retreats for defense. X5 fakes wide and bounce passes to X1.

Another play which scored a basket or two a game is shown in Diagram 8. X3 passes to X5, who fakes a return pass to X3 but passes to X1 as he comes out to meet the pass. X1 passes to X2, breaking off of X3. This play scored twice in the final game.

## FLORIDA

**Mike Houser**

**Andrew Jackson High School, Jacksonville**

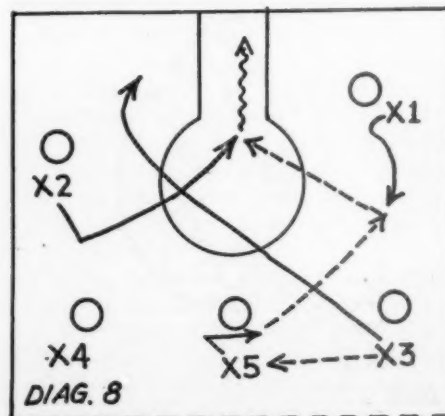
ANDREW JACKSON won the state championship for the second consecutive year.

Most teams in the tournament were evenly matched. The majority used the man-for-man defense with a fast-break, two men in and three out. Miami, using a zone and slow-break was the exception.

The new no-tip-off rule seems to have helped us out because we could get a fast-break off and go down the court in a hurry. The spectators and players liked the faster game with much action.

My team was composed of rangy boys. We used a man-to-man close checking defense and a mixed fast and slow-break offense.

The play shown in Diagram 9 was used effectively with good faking of the ball and good handling. X1 passes to X2 and breaks in toward the basket. X2 passes to X3 who goes on by X4. X3 passes to X1, dribbles in or shoots a one-hand shot with X1, X4 and X3 following in.







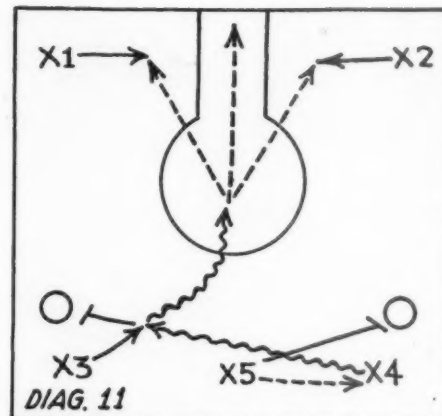
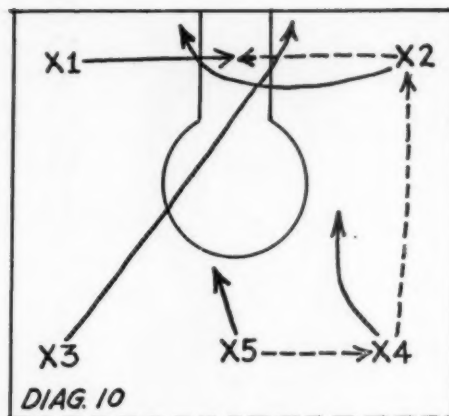
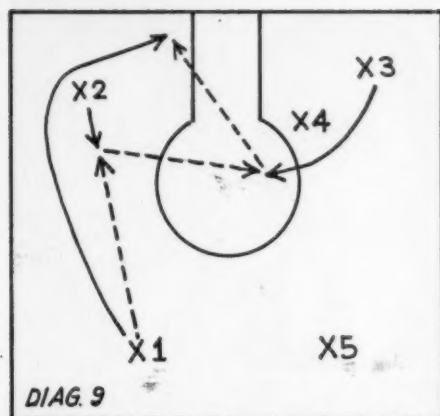
# CHAMPIONSHIP



# COACHES 1938

1. *W. G. O'Brien—Alabama*
2. *Frank Brickey—Arizona*
3. *Ed Flint—Colorado*
4. *Mike Hauser—Florida*
- (Below, left). *Selby H. Buck, Jr.—Georgia—Class A.*
- (Below, right). *Dana C. McLendon—Georgia—Class B.*
5. *Eugene de Lacey—Illinois*
6. *Burl Friddle—Indiana*
7. *O. C. Varner—Iowa*
8. *W. L. Mansfield—Maine*
9. *George E. Lee—Minnesota*
10. *Harold Eberhart—Missouri*
11. *George A. McElroy—Nevada*
12. *Paul G. Sykes—North Carolina*
13. *Henry L. Rice—North Dakota*
14. *Clifford E. Orr—Ohio*
15. *Grady Skillern—Oklahoma*
16. *Robert B. Morris—Rhode Island*
17. *Howard R. Kitchen—Texas*
18. *H. Cecil Baker—Utah*
19. *Julius Conn—Virginia*
20. *V. Everett Brinkman—West Virginia*
- (Above). *Win Brockmeyer—Wisconsin*





## GEORGIA Class A Tournament

*Selby H. Buck, Jr.*

*Lanier High School, Macon*

**T**WELVE teams competed in the Class A tournament. Lanier employed a well-timed and deliberate offense bringing the ball up the floor slowly and not exposing it until the players were set inside the zone defense. My players attempted no shots until a good opportunity for a crisp shot arrived. The consensus of critics who saw the basketball tournament was that Lanier's victory was due to first class reserve strength, ability to control rebounds from back boards and a fair knowledge of the strength and weakness of both man-for-man and zone defenses.

The tournament was sponsored by the Atlanta schools and, for the first time in a number of years, was not a financial success.

## Class B Tournament

*Dana C. McLendon*

*High School, Griffin*

**C**LASS B, C and D schools competed in a tournament at Athens. The Griffin team is drilled in fundamentals and individual technique. Execution and precision in ball-handling, passing, shooting, footwork and dribbling are stressed. Players are taught to shoot with each hand, to do a great deal of faking on passes and shots and ball control is especially stressed. Our players did not attempt many wild shots or passes. The large number of adept ball-handlers and passers at the tournament show the amount of attention that coaches in the state are giving to this important fundamental.

Griffin owed its success more to its teamwork than to individual heroics. The offense varied between a fast-break and a deliberate type for advancing the ball. We used a number of set-plays and out-of-bounds plays to good advantage. The former, however, were not so effective as the fast-break with pass and cut plays.

We used a switching man-to-man defense, a tight man-to-man set-up in mid-

court, changing to a looser switching defense as the opponents approached the basket. Although our guards changed men as the opposing forwards broke from one side to the other of the court, we still played a man-to-man defense.

Griffin at times used the following set-ups effectively.

In Diagram 10, X5 passes to X4. X2 passes to X1, who breaks for the pivot post. X1 can give the ball to X2 or to X3 as he breaks around him, or he can take a pivot shot. X1 can also pass to X5, who takes a set shot.

A large number of variations may be obtained from this set-up, and many fake passes and cuts may be worked. For instance, X4 receives the ball from X5, fakes a pass to X2, pivots and dribbles in for a shot or passes to X1, X5 or X3.

In Diagram 11, X5 passes to X4, and screens X4's guard. X4 dribbles and gives the ball to X3, then screens X3's guard. X3 dribbles down the center for a shot. If X2's or X1's guard comes out to cover X3, then X3 passes to the open forward.

## ILLINOIS

*Eugene de Lacey*

*High School, Dundee*

**T**HE Dundee team presented a style of play particularly adapted to a group of tall boys. When on offense in possession of the ball the players, unless successful in a fast-break scoring opportunity, advanced the ball slowly until scoring territory was reached, making no long passes unless it was seen that the defense had not become set. Frequently it happened that opposing defensive players were slow in reaching their positions, and under such circumstances, quick, well-directed passes down the court resulted in a goal because of defensive unpreparedness. When the defense was organized and prepared, the ball was advanced slowly down the side of the court by means of short passes. As soon as the scoring area was reached (diagram 12), two men X1 and X2 were sent into one rear corner of the court, and the center, X3, took his position at the intersection of the free-throw circle and the free-throw lane. One of the guards, the

best long shooter on the team, X4, remained just outside the free-throw circle near the center of the floor with the other guard, a fairly good shot, X5, near the side of the court.

The two guards passed the ball around in the back court while watching for an opportunity to shoot it into the scoring area. The forwards 1 and 2 moved about in the back court feinting about in the side-court area that they occupied, worrying the defensive men who attempted to cover them. The center, X3, moved about from one side of the lane to the other shifting with the movement of the guards, attempting to place himself where a pass could reach him in scoring territory. Guard X4, with the ball in his possession, moved up as close as he could to the front line of the defense and sought opportunities to shoot a pass through to one of the three players located in defensive territory, preferably to center, X3. Care and precision were always exercised in attempting to work the ball into the defensively protected area. Once the ball penetrated beyond the first line of defense, quick passing among the three offensive players frequently resulted in a clear try at the goal. If the front line of defense came back quickly to aid its defensive team mates, then a quick return pass to guard X4, generally gave the latter a free set-shot at the goal. Guard X5, in this case, moved about in the back court with guard X4, and aided in getting the first pass into the scoring area. As soon as the ball pierced the front line of defense, he moved to the opposite side of the court in order to keep a defensive player covering him. If this movement did not result in his being covered, he was in a perfect position for a shot at the goal. Forwards X1 and X2 assisted by the center X3, followed up shots underneath the goal. Guards 4 and 5, remained in the back court assuming defensive tactics against the possibility of a fast-break by the front line of the defense, although the guard X4, broke in for the goal on all occasions when the way was clear.

In the Dundee system the first objective was to force the ball through the front line of defense to reach the offensive players in the scoring territory. Fast, low



passes were used together with effective bounce passes. Loop passes over the heads of the front line of defensive players were not attempted because of the danger of easy interception. The passer would try to get as near as he could to his team mates in the front court, although this often was made difficult when the front line defensive men followed the ball. An effective maneuver at this stage was to use a bluff pass in order to draw defensive men out of position and thus open the court for the actual pass. The guard might be bluffing a pass in one direction, and then bounce the ball into scoring position. Once the ball was in the front court, the three men usually had the advantage of height over their opponents, and by skillful passing, could generally secure at least a good one-hand shot at the basket. If not, then the ball was passed back to one of the guards who could be in an excellent position for a set-shot at the goal.

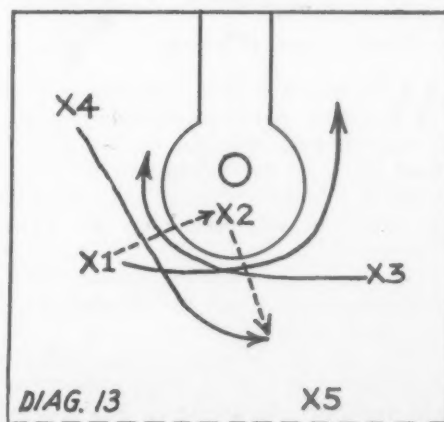
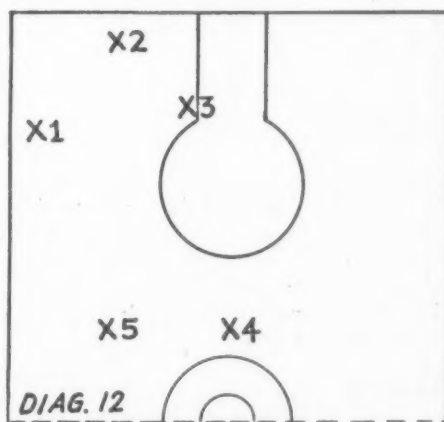
Dundee made use of but one system of defense, the switching man-for-man style. In the man-for-man style of defense success was based upon the ability of every player to adapt himself to alert tactics of switching men, whenever it became necessary to prevent an opponent from securing a scoring opportunity. Each member of the squad was carefully trained in the act of leaving his own opponent suddenly to catch a team mate's opponent who was coming through unguarded. One of the obvious weaknesses of the straight man-for-man style of defense, is the danger presented of the defensive men being blocked out of position when opposed by an alert, fast moving team. Switching men has proved an effective measure against screens and block plays when the defensive players are individually alert, and co-operative.

Each player was drilled constantly throughout the season on switching to a loose opponent who succeeded in driving into a dangerous scoring position. Success in this endeavor depended on the skill, the alertness and the diagnostic keenness of the players themselves. Whenever an offensive player eluded his opponent by reason of a fast dribble, by sheer speed, or by a block play, the nearest defensive player immediately switched from his own rival to the free man, but only if the latter was nearer the goal or in a more dangerous scoring position than the defense man's own opponent. As a loose offensive player drove for the basket, one of the team mates of the eluded defensive man—preferably the one furthest in the back court would switch to him. When the man beneath the basket returned to the field, there was no necessity for his advancing down court after his opponent; instead, he took the offensive player nearest to him. This movement prevented a possible scoring opportunity by the quick switch to the free man, but also conserved the strength and energy of the defensive play-

ers who traveled only short distances to reach opponents to prevent possible shots at the goal.

Switching of defensive players took place at any and all times when a man was free and in a possible scoring position. The mechanics of the switch were always the same; a quick switch on the part of the nearest defensive player, who disregarded his own opponent and left him to be taken care of by the man who was screened off or left behind. This procedure of switching reduced the possibility of a score by covering the man in the more dangerous scoring position, and momentarily uncovering the offensive player furthest in the back court. Danger existed that this player might break through for a shot, but this possibility was minimized by training the defensive man who was left behind to hurry back to cover the player left free by the switch. The defensive players spent much time in preparation for situations involving two and even three men on one in plays underneath the goal, feinting rapidly between adversaries.

In cases where the offensive player cut around the pivot man, defensive players were instructed to remain with the latter for the rest of the play. The dangerous offensive man, the cutter, was covered by the pivot man's opponent, while the pivot man was covered by the cutter's guard. By a quick switch, danger at the pivot position was prevented and both the pivot player and cutter were effectively taken care of. The defensive player covering the



pivot man had to learn to determine whether the cutter or the pivot man was in the more dangerous position and acted according to his judgment. A defensive player was taught to bear in mind that there need be no switch unless the player to whom he switched was in a more dangerous scoring position than his own opponent. When working on defensive tactics, each player was constantly impressed with the need for pointing, and calling out "switch," whenever aware of the need for changing men with a team mate. Defensive players in the front line on defense made no attempt to follow an opponent across the court but immediately switched men upon meeting a team mate, thus avoiding a needless expenditure of energy as the guards maneuvered the ball about in an attempt to penetrate with a pass to their team mates in the front scoring territory. Drill was constantly made use of in attempting to produce intelligent, clear, quick thinking in situations of an emergency nature.

## INDIANA

*Burl Friddle*

*South High School, Fort Wayne*

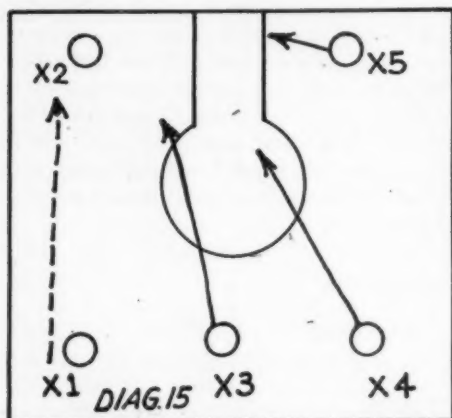
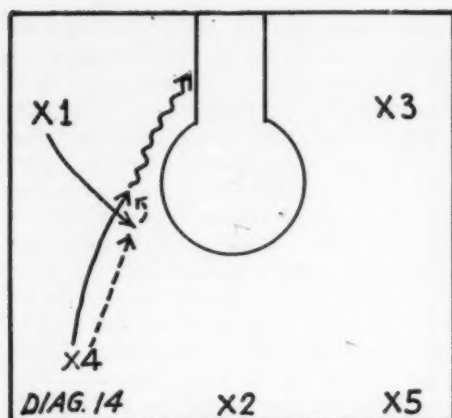
EARLY in the season, scheduled games showed a fire department or race horse brand of ball, with the fast breaking offense predominating. But as the season progressed, coaches getting ready for tournament play gradually worked back to the old style of game, with the slow-break and set plays predominating, using the fast-break only when forced to, or when the right opportunity presented itself.

We felt that we had to have three different styles of play to win. The reasons for this are that teams are scouted so much more than several years ago and they play smarter ball. If the same style is used game after game, plays soon lose their effectiveness. South Side used (1) three men in, with a pivot man; (2) three men out with the guards taking the burden of offense; (3) a fast-break, at the opportune time, with individual cleverness and no set style of play.

Nat Holman in his book, "Winning Basketball," diagrams a simple play which we used effectively in the state tournament. This illustrates three men in with a pivot man. (See Diagram 13.) X1 passes to the pivot X2. As soon as the pass is completed, both X1 and X3 cut simultaneously and cross each other in front of the pivot player. The latter uses his judgment as to which man is free for a pass. This form of the play is particularly effective in that the cross-cut frequently results in delaying one of the guards and thereby paves the way for an unhindered shot.

When working three men out, with the guards taking the burden of the offense,





we used the following play to advantage, as shown in Diagram 14: X1 meets the pass from X4, who follows his pass and receives the ball again from X1, then dribbles in to shoot.

We did not use the fast-break continuously as a distinct style, but only when the breaks of the game demanded, or when it would have been disadvantageous to do otherwise. We used it occasionally to force the opponents to stay in defensive position and to weaken their offensive rebounding. No set diagram can be given for this as it was left to the individual cleverness of each player to catch his guard out of position.

Our defense was much the same as that used by the other Indiana teams, that is a shifting man-for-man, which at times looked like a zone. We tried to play the men who did not have the ball loose and tried to force the man with the ball. In playing the men who did not have the ball loose, we tried to keep in position to see the opponent and the ball. X1 passes the ball to X2. O1 and O2 cover close. O3, O4 and O5 drop back in the territory of the free-throw line. (See Diagram 15.)

#### IOWA

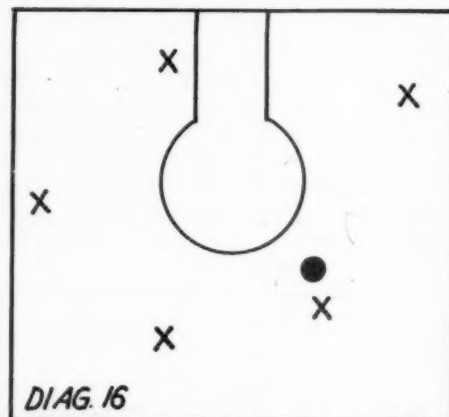
O. C. Varner

High School, Diagonal

**T**HE winning of the state tournament by the Diagonal High School was a surprise to most sport writers of the state as well as to many of the schools. This

was due largely to the fact that no write-ups or other publicity had been given the team before the sectionals began. Diagonal had been in five out of seven previous state tournaments and this year's team seemed to be about on a par with any of its former teams. But, due to a harder schedule, to some bad breaks, and to an injured knee of Pine, a "hot shooting" forward, we lost eight scheduled games previous to the state tournament. Being forced to play without Pine put the other players under fire in several tight games which they lost by small margins. This fact caused them to develop into a cool determined team which could take it, when the "going was tough." It is apparent that we had no outstanding players since we were unable to place any player on the all-state teams of either the Register or Iowa Daily Press. It was team work and not individual play that pulled us through. Seldom was the same player the high scorer in any two successive games. When one player was covered up another would try to get loose to score regardless of what position he was playing.

We used the slow-break most of the



time with two men out, two forwards working the sides, and the center working in and out of the lane. (See Diagram 16.)

Our defense was a zone with an occasional shift to meet an offense, designed by our opponents to break our zone. (See Diagram 17.)

#### MAINE

W. L. Mansfield

High School, Winslow

**W**INSLOW HIGH SCHOOL won its fourth state championship in the last six years by defeating the South Portland team in the tournament at Colby College. South Portland had won the Western Maine tournament at Bates College.

The final game was exceptionally fast, both teams using a zone defense and a fast-break offense.

The new rule is very popular with the spectators and with a large majority of the coaches. Personally, I believe that

play under the new rules is not any harder on the players.

Winslow used a fast-break when possible. When that failed, we used a slow set offense. Our defense was the 2-1-2. (See Diagram 18.)

#### MINNESOTA

George E. Lee

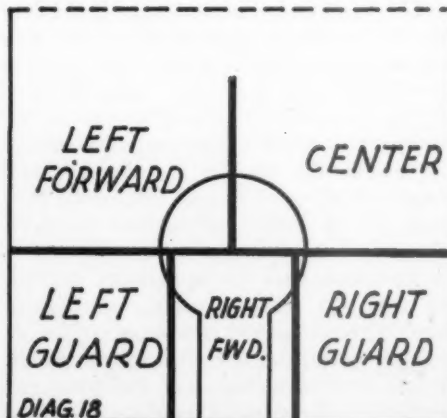
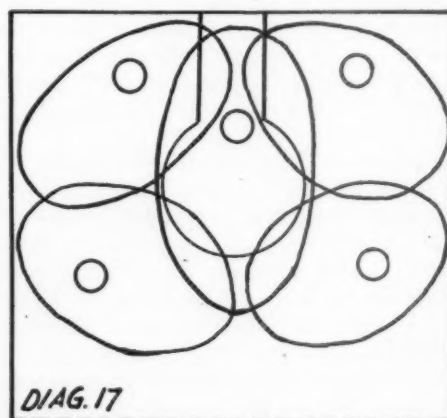
High School, Thief River Falls

**T**HE twenty-sixth Annual State Basketball Tournament of Minnesota was said by observers to have been the best, from the point of competition, of any state tournament ever held in this state. There were no absolutely superior teams and no especially weak ones. The attendance at the three-day affair was about 26,000, a new record.

The outstanding offense of the tournament seemed to be the fast-break. Most of the teams used it to good advantage, the notable exception being St. Paul Central which used a set offensive very effectively.

The most common defense was the shifting man-to-man with many variations as to the position of the men to be picked up. Virginia, using a zone most of the time was an exception to this.

Our team depended mostly upon the fast-break and percentage basketball. The eight boys who took part in the tournament could all shoot and we never hesitated to "pop away." Of course, there are times in all games where the defense



gets set and then every team must have some set-up plays. Under conditions like this, we set up in the conventional manner with the three forward men in deep and the two guards out on the court. Our center was the rover and had his choice of playing in the hole or playing the side like a forward. It is not necessary for a boy, listed as a forward, to play that position always as I believe that the basketball team of today is composed of five men, every man a forward and a guard as well. Our two leading scorers were listed as guards. I also believe that the strength of the entire squad is more important than the strength of five men. As a result we used ten men in every game until limited to eight by tournament regulations. And all eight saw action in the state tournament in every game.

On defense we used the shifting man-to-man trying to match our opponents as to size and ability. That is, we tried to keep our short guard from guarding a tall forward if possible. During the regular season, we picked our men at the center line, but for tournament play we "ragged" them all over the floor and I believe that this was very effective and resulted in many baskets from loose balls. This may seem to be more tiring, but our boys liked it and were very adept at checking in the back court. It also prevented the opponents from using set-up plays in the front court. Many teams have used the zone because of the belief that a fast-break was more effective against it. This is not true, particularly if all players of a team can break from any position when the ball is recovered.

One of the most important points in basketball has been overlooked by many coaches. This is the factor usually called poise. Call it what you want to, nerve, coolness or any other name you desire, it is still very essential. And I believe that it can be developed. All during the season, we had our dressing room blackboard covered with the one word, "poise." And the fact that we won twenty-seven games, including the state tournament shows that the boys could pull out of tough spots. Along with this comes what I call pace setting. That is, the ability to slow up or speed up the attack or defense according to the opposition and the time remaining to play. In tournament play, this was particularly helpful in conserving energy.

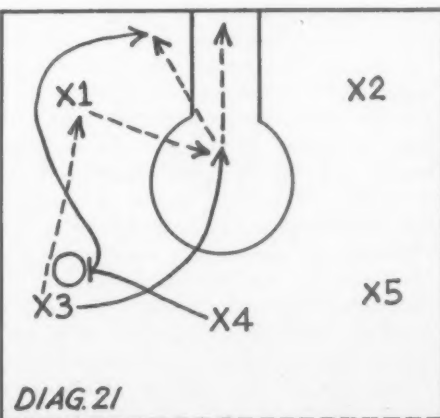
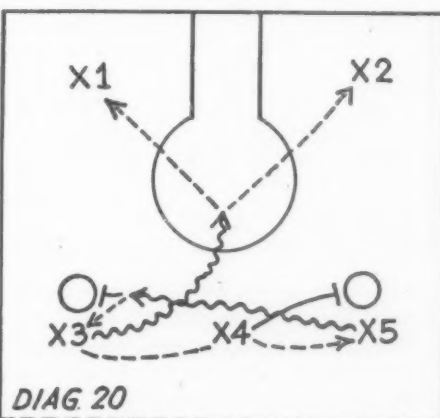
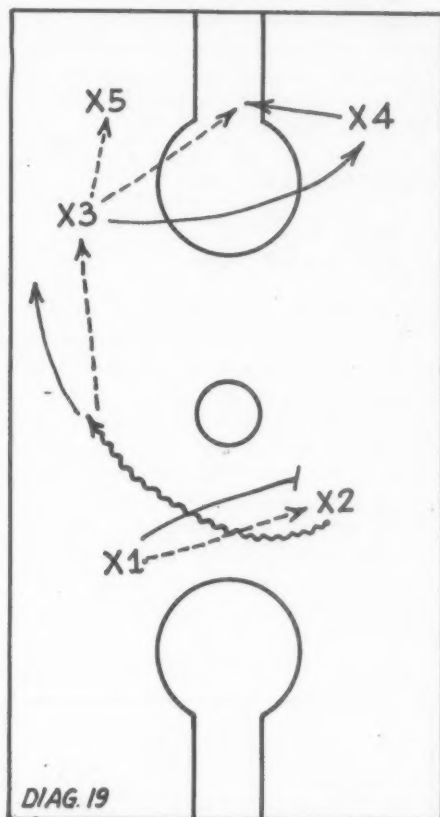
## MISSOURI

*Harold Eberhart*  
*High School, Houston*

**D**URING the state tournament held at Columbia, I saw little change in high school basketball. The majority of teams used both the fast-break and slow-break and the man-to-man defense. Only two teams used the zone defense.

The effect of the no-tip-off rule gives

more playing time. Therefore, teams are able to score more baskets. Most games were won by close margins, the advantage having been taken away from the team



that would have controlled the tip. The size of the score also depends upon the kind of offense. Two fast-breaking teams naturally run the total score high, while two slow-breaking teams will have a low score. The no-tip-off rule has put both the large and small teams on a more even basis.

Our court is small in comparison with the majority of courts, and as we play a majority of our games away from home, it is necessary for us to have a system that can be used on both the large and small courts.

We used a man-to-man defense with the forward opposite the ball, dropping back to help cover around the free-throw lane. It is hard to get high school players to see the value of dropping back or shifting on defense and we spend much time on that phase of basketball.

This year I had two tall post men. They played under the basket both on defense and offense. We played the majority of our games with three men out and two men in on offense. The three boys playing in front on offense always took the first men down the court on defense until the two post men had time to get back to their positions next to the basket. Many of our opponents kept trying to bring our two post men out on the front line of defense. This would give them a better chance for rebounds, making it necessary to check men.

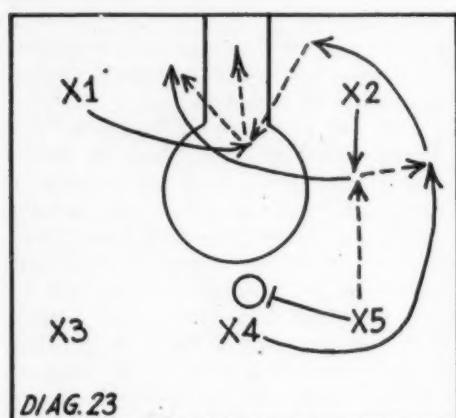
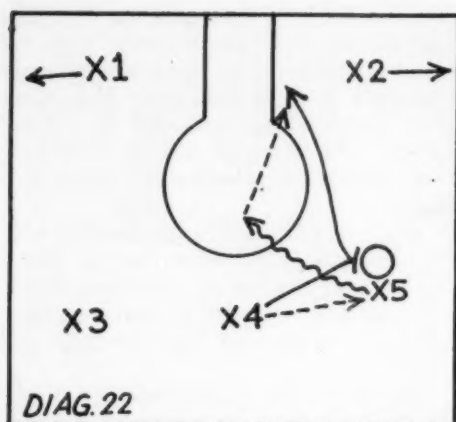
If our opponents were good long shots, we rushed them part of the time and dropped back part of the time. We found, that, by doing this, we confused our opponents.

One of the most important phases of basketball is possession of the ball. If the players are able to handle the ball on offense, get the majority of rebounds on offense, defense and held balls, the opponents do not have a chance to score enough points to win. After each game we go over our opponent's good points and bad points and decide what we should do in each case. Other important points are those of explaining to the players, between halves, the tactics of the opposing team and of telling them what they should do in each case, as well as telling them what they themselves should use.

During the season we found that most of our opposition rushed us before crossing the ten-second line. To meet this we use the plays as shown in the following diagrams.

In Diagram 19, X1 passes to X2 and screens. X2 dribbles or passes to X3 across the line. X3 has an option of passing to X4 who cuts in, or to X5. X2 and X1 cut in.

In Diagram 20, X4 passes either to X3 or X5 and screens. If X5 receives the ball, he has the option of dribbling for a shot, or of passing and screening for X3. This is very good in teaching the squad to handle the ball and in timing cuts.



In Diagram 21, X3 or X4 passes the ball to X1. X4 screens for X3. X3 cuts toward the free-throw lane and receives a pass for a shot or passes to X4 who has cut around X1 to the basket.

In Diagram 22, a play is shown that may be used when the defense checks men and the defense is spread. X4 passes to X5 and screens. X1 and X2 pull wide. X5 dribbles as far as possible for a shot or passes to X4 who drives for the basket after screening.

In Diagram 23, X2 comes to meet the ball. X5 passes to X2 and screens for X4. X4 cuts to the outside. X2 has the option of passing to X4 or to X1. If X1 receives the ball, he has a turn shot or a pass back to X2, who cuts in front, or to X4.

In Diagram 24, X3 passes to X1 and screens. X1 dribbles for the basket. In the meantime, X2 screens for X5 who cuts for a pass from X1.

In Diagram 25, X3 screens for X1. X1 receives the ball from X4. X3 comes back and screens for X4 who cuts to the outside. X2 screens for X5 who cuts to the outside. X1 passes to either X4 or X5.

#### NORTH CAROLINA

**Paul G. Sykes**

*High School, Durham*

**M**Y team won not only the state championship, but also the South Atlantic Championship for high schools and

prep schools held at Washington and Lee University at Lexington, Virginia.

We were undefeated this season, scoring an average of forty-nine points per game to our opponent's eighteen.

My best offensive play may be described as follows. (See Diagram 26.) X2 passes to X5 who crosses over in front of the basket meeting X3. X4 screens X3's defensive man. X3 takes the ball from X5 for a shot.

#### NORTH DAKOTA

**Henry L. Rice**

*High School, Fargo*

**A**T the December meeting of the Board of Control with a committee of three coaches, it was decided to make the tournament this year a three-day affair, although there would be but eight teams entered. The change was suggested because it was feared that the no-tip-off rule would make the game too strenuous for the players. I feel sure that I may speak for all coaches in the state, when I say that I am glad that we changed to a three-day tournament even though our fear was unwarranted.

The vast majority of the players, from

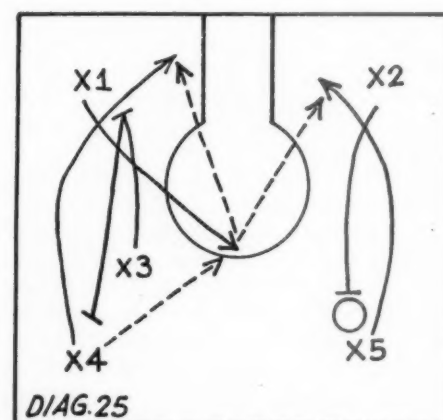


a poll taken in the twelve largest schools, showed that the new rule was popular.

Our defense the past year was the good old stand-by, an assigned man-to-man. Shifts were employed on screens but each man played loosely except when his man had the ball. This gave more working space and less chance of being boxed in. Our rebound work centered around the two guards and center who, immediately after the first shot, played their positions and the ball, disregarding their men. In case we failed to retrieve the ball, we would pick up the men again until the next shot. This may appear a combination man-to-man and zone, but it is not. Positions are played only for the purpose of organizing for the fast-break and of protecting the area around the basket, after that first shot. Positions of players after a shot are shown in Diagram 27.

Our offense was entirely of the fast-break type with screens as they devel-

oped. We used a new type of fast-break from rebound which was perhaps a trifle slower than the three-lane or long pass style of game used by many teams. Our starting line-up averaged six feet, one and a half inches and the squad as a whole averaged well over six feet. Although the players were large, they were all fairly active and fast. On rebound plays, the ball was tipped usually to one of the forwards or passed to him, depending on the side or guard who retrieved the ball. In case the guard X1 retrieved the ball, he would hook to the forward X4, coming in to meet the pass as shown in Diagram 28. The same would hold true on out-of-bounds plays and after a basket had been made. This was the start of our fast-break which we called the cross-over. X3 broke down the center and, if it was open, he went all the way in but, in case his opponents picked him up, he would circle as shown in the diagram and cross to the side of the floor, coming in to the forward with the ball who in turn would hook pass or pivot and pass to the center. The left forward, X5, would start his break and, if picked up, would do as the center, circle and cross to the strong side, breaking in to meet the ball. The weak-side guard would break from his position down the side of the floor, in under the basket and receive a pass from X5. If X2 was not in position to shoot, X1, who stopped outside on defense, would break in and X2 would pass to him. The play started as a merry-go-round affair but worked very well in getting the ball down





under the basket for shots. From this set-up we worked out numerous screens and with the experience of this season I feel confident that with elaborations next season we shall like the play much better. One thing was certain, there were but few interceptions and the play is fundamentally correct if the players time their breaks.

The teams at the tournament this year had, on the average, taller men than in other years. I am sure that I can say that at least four of the teams averaged near the six-foot mark. Only one of the teams employed a zone defense and most of the offense was of the fast-break type. When the defense was set, slow-break or set plays were used by several of the teams.

The attendance was somewhat below last year, due mainly to the fact that natural rivals were eliminated, and to the feeling that Fargo would have a comparatively easy time in the finals.

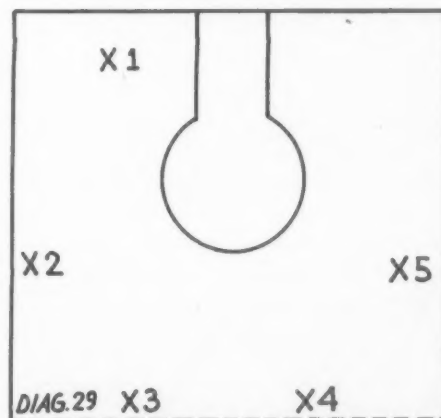
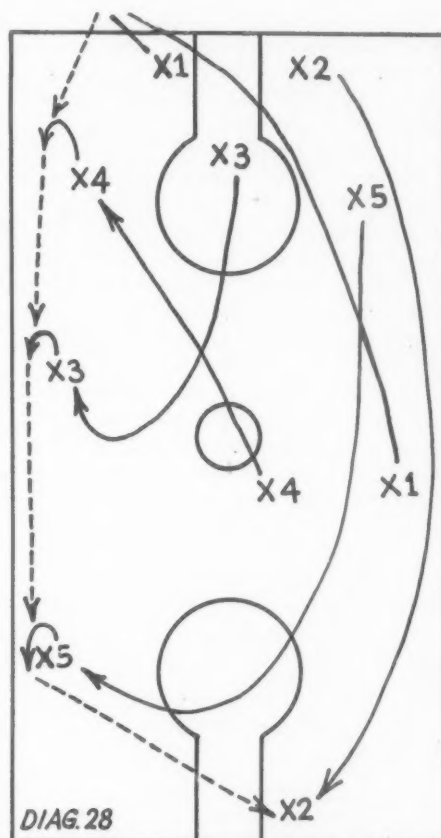
## NEVADA

*George A. McElroy*  
*High School, Carson City*

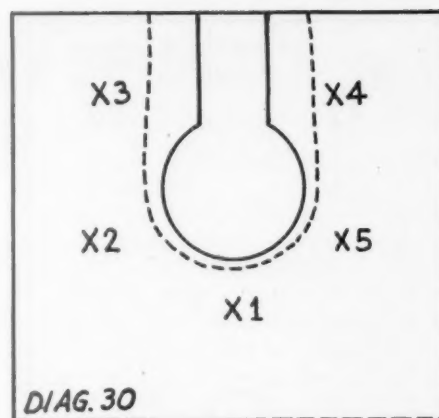
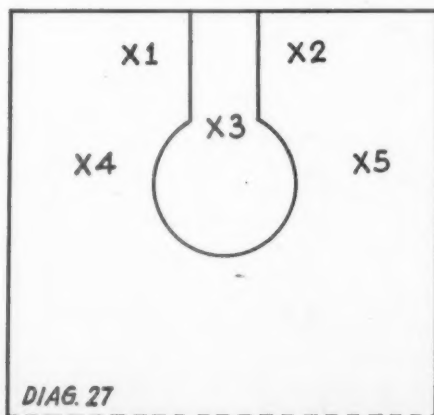
THE Nevada Interscholastic Basketball Tournament held in Reno, Nevada, on the University court had many outstanding points of interest. The eight teams qualifying to compete were the best balanced teams and the most evenly matched that I have seen in seven years. The boys were well versed in fundamentals, well drilled in offense and defense, and had the ability to think while on the playing floor. The fans, I believe, saw more real basketball from the teams represented in this year's tournament than at any other time.

Our offense started immediately after we gained possession of the ball and the type of offense that we used depended upon the place of recovery, the score of the game, the period of time and the style of play against us. Our main offensive threat was a fast-break if the recovery was made in offensive territory, and a slow-break if the ball was recovered in defensive territory. We tried to plan an offense and defense that would enable

us to cut down the actual distance traveled during a game; at the same time we forced the opponents to move their usual distance. Thus, we were able to play our five men against teams of ten men and travel no more distance or use no more energy.



In Diagram 29 is shown our slow-break, which accounted for most of our scores. X3 and X4, the guards, bring the ball over the center line. X2 and X5 are out and wide. X1 moves under the basket. If the defensive guards press closely, X2 and X5 break, take a leading pass and play off of X1 for a set-up. If X3 or X4 are pressed closely by the defensive guards, they pass and break, take a leading pass from X2 or X5, and play in on X1 and the lone guard. These men are also in an ideal position for working screen plays.



When the opponents did not press closely, we worked the ball in as close as possible and when our accurate shooting guard was in a position to shoot, X2, X5 and X1 moved in to screen the opponents from the backboard.

On defense, we used a man-to-man defense immediately upon losing possession of the ball. We tried to anticipate the first pass, stepped out and recovered it, then applied the fast-break. If a shot was made, every man went in fast and in front of his opponent for recovery. If we failed to recover, we then, worked out toward the opponents. In the back court guarding, we played close and took long chances for recovery. In defensive territory, we took no chances in letting a man slip by for a set-up, always playing between the man and the basket.

Diagram 30 shows the position of our men for recovery if a shot gets away. The greater per cent of shots are missed from the area from which the opponents are forced to shoot and we are in a key position to recover the ball.

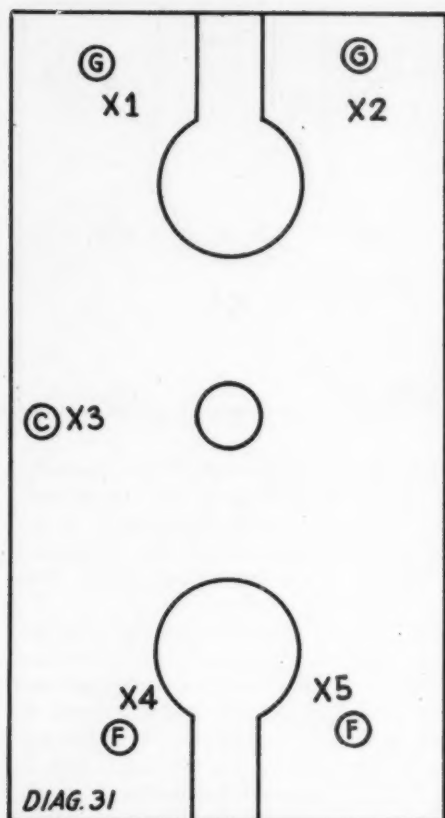
## OHIO

*Clifford E. Orr*  
*High School, Newark*

OHIO without a doubt has been one of the outstanding states in basketball this year, at least in spectator interest as evidenced by the fact that the three-day tournament at Columbus drew a crowd of 34,770. The championship game had a total attendance of 9,197.

I believe that the interest created in basketball in the past season can be, at least, partially attributed to the new no-tip-off rule. The public likes to see offensive basketball and offensive basketball has certainly been the thing the past season. The number of points scored by the teams this year will bear out this fact. It was a very common thing for the winning team to score over forty points.

The new no-tip-off rule gave the smaller boys in the game a chance to play. Heretofore, it was a very common thing for two or three tall boys on a team to have possession of the ball as much as



75 per cent of the time. The Newark High School team, which won the state championship this year had a team of midgets. The tallest boy, the center, was five feet, eleven inches tall. The other four boys on the team were from two to four inches shorter.

Basketball in Ohio this year seemed to have more of the fast-break type of offense. Again this might be attributed to the new no-tip-off rule. As soon as one team would score, the other team would quickly retrieve the ball, take it out of bounds and, with a fast pass into the court or, oftentimes, a long pass the entire length of the court, immediately score before the defensive team could establish itself on the defense. This was a hardship on the big tall boy who could not run up and down the court at lightning-speed. To me, this was one of the most notable things in the state tournament this year. It has almost become a tradition that the state champion must have a big tall center that would mill around under the basket and bat the ball in enough times to win the game for his team. This year the tall boy seemed to be out of the game.

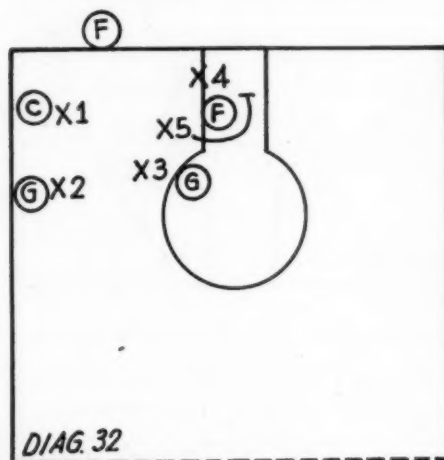
Another thing that seems to be increasing in Ohio, is the large number of teams that are using the zone defense. Several teams that used the zone defense were able to advance in the state tournament because teams from various sections of the state apparently had not encountered such a defense during the season and their boys seemed to be lost when they

attempted to penetrate this defense. Coaches who used the zone defense believed that their players would be in a better position to start a fast-break when once they had retrieved the ball.

For the past several seasons the defensive system that has been used by Newark High School is the pressing defense. As soon as the possession of the ball has been gained by the opponents, the defense is immediately started.

Most high school teams in the central part of the state immediately drop back in the defensive end of the court as soon as the possession of the ball is lost, and wait for the offensive team to advance the ball to them. The theory of our defense is not to drop back as most of our opponents do, but to try to regain possession of the ball, which is quite frequently done, if every man will put his man under pressure.

The plays shown in this write-up are simple screen plays that were employed against a man-to-man defense throughout the 1937-38 basketball season by the Newark, Ohio, High School. The fast-break was first attempted in hopes of scoring



before the defensive team was back in a defensive position. If this could not be accomplished and the defensive team did set up a defense, the following plays were used.

In Diagram 31, the ball has been retrieved by the defensive guard on the left. Immediately X1 and X2 put pressure on the two guards. X4 and X5 put the two forwards under extreme pressure in order that a long pass cannot be made down the floor from the guard to the forward. X3 keeps a short distance from his man, but so close that he can step in and intercept the ball and drive into the basket, if a long pass is made from the guard to the center.

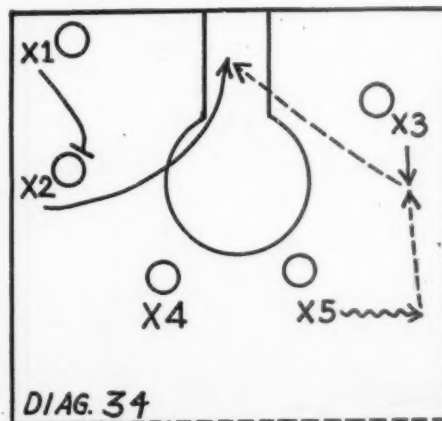
When the ball is taken out of bounds by the opponents, the attempt is made to put five men on four, as shown in Diagram 32. Most teams will have X5 stand in front of the forward who has taken the ball out of bounds and attempt to prevent the forward from throwing the ball

in bounds. X5 can float around under the basket and intercept the ball many times when it is thrown in. X5 can also help X4 put extreme pressure on the forward standing under the basket, which makes it difficult for the ball to be put in play. X1, X2 and X3 must play a very aggressive game against their respective men.

In Diagram 33, X4 passes to X2 and then goes into the corner and screens for X1. X2 passes to X5 who has moved over toward the middle of the court. X5 passes to X1 who has broken around the screen set up by X4. X1 receives the pass and generally is open for a close-in shot. If the shot is missed, X3 can attempt a follow-up shot. Very frequently, after X4 has screened X1's defensive man, he can move into the corner left open by X1. Sometimes X1's defensive man steps out of the screen and is able to check X1 as X1 breaks under the basket. X5 is able to make a long pass to X4. From this position, X4 has a set shot.

The play in Diagram 34 is used when X3 finds that his defensive man is not aggressive and will allow X3 to break out and receive the pass from X5. X5 dribbles to the side of the floor and passes to X3. X3 takes a couple of fast steps away from his defensive man in order to receive a pass from X5. X1 comes out of the corner and screens for X2 who breaks around the screen and receives a pass from X3. X2 is in a position for a close-in shot.

(Continued on page 32)



# The 1938 Contest Winners

## Teaching Football to the Individual

By Gilbert S. Cooper

Junior High School, Coatesville, Penn.

IT HAS often occurred to me that little advantage, if any, has been taken of classroom technique in preparing the individual for a season's participation in football. There are restrictions, and they must be adhered to, as to the extent of actual physical activity allotted to this sport. Too intensive a program in this respect might lead to *physical* staleness. It does not, however, seem good judgment to ignore the possibility of *mental* staleness regarding football technique, if that sport completely terminates in November and no reference is made to it until the following September.

The terms coaching and teaching are used synonymously. As applied to athletic teams, coaching might easily take on a shade of difference in so far as a limited staff, true of most schools, must spend much of its time training a number of boys together to work as a unit. Anyone with coaching experience will agree that, in football particularly, preparation of a group for team play is often done by sacrificing to a great degree individual attention. Even if the task of preparing eleven boys individually and as a unit has been achieved, each boy is restricted to one position, lacking necessary knowledge of any other position, in which he would be valuable, if prepared, in the event an emergency arises and a change of position becomes necessary. Few coaches are blessed with an abundance of material for each position.

Furthermore, classroom technique in the teaching of fundamentals is of particular value with junior high school boys, many of whom have had no contact with football except sand-lot play. This group presents a difficult problem, since it is fast becoming a training ground for future high school athletes in all sports, and particularly in football.

It was with a view of solving these two problems that the following teaching program was planned. First, I believed that a training would be beneficial which emphasized individual instruction in specific and general football knowledge during the winter and spring months, with emphasis on its application to group play during the fall season. Secondly, in the case of the junior high school boys, I believed that knowledge of the fundamentals would not only aid those who would actually participate in the game later but would give to

others an increased appreciation of the fine points of football.

IN the April issue a contest was announced on the subjects *The Use that I Have Made of the Athletic Journal in My Coaching (for coaches)* and *in My Athletic Training (for athletes)*. The contest was suggested by letters received from coaches, who had made use of suggestions offered by the authors of the articles in this publication or who had developed their ideas originating from these articles into workable suggestions for other coaches. The information that coaches sent us as to the use their athletes made of the articles prompted the second contest.

The winners of these contests are Gilbert S. Cooper, Coach Junior High School, Coatesville, Pennsylvania, and Richard Treat, pitcher at Senn High School, Chicago, Illinois.



Gilbert S. Cooper



Richard Treat

others an increased appreciation of the fine points of football.

Some time in February or March, all boys interested in football report to a designated classroom. Such classroom should be equipped with a projection machine, screen and facilities for making the room dark. It should also contain sufficient clear space to enable "still demonstrations" for correct stance, offensive and defensive movement. By "still demonstrations" I mean the elimination of rough and tumble, and fierce charging tactics. Boys are simply placed in position or may walk through proper stages of the fundamentals. The class meets once, perhaps twice a week on a regular school club basis. The meeting may be held during the period designated for club activities, or immediately after school.

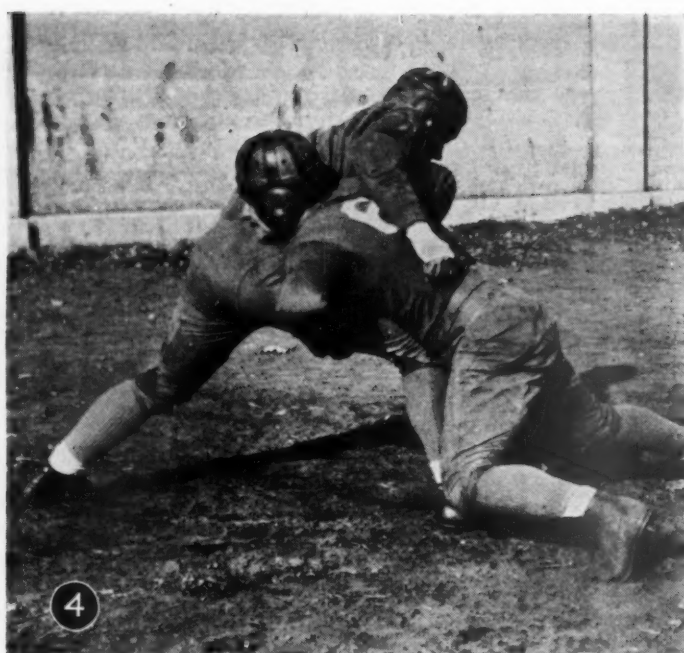
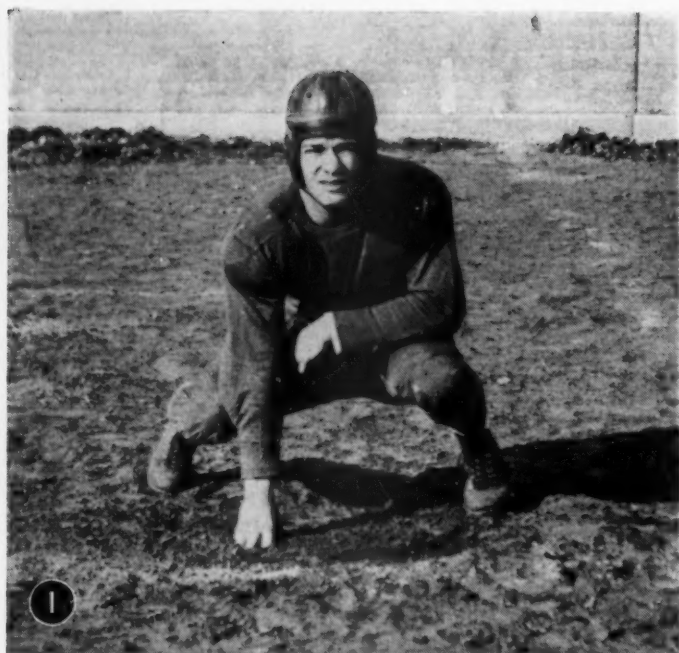
At the first meeting, I explain the procedure to be followed, the use and care of the materials provided, and above all, the purpose of the class which is outlined as a study of fundamentals (1) so that spectator interest will be increased and (2) so that active participants on the school team the following fall will have a knowledge of fundamentals.

*Football Fundamentals, a Manual for the Individual Player*, is issued to each member of the group. The manual consists of diagrams and explanatory notes covering: (1) Blocking; (2) Punting—Place Kick; (3) Carrying the Ball; (4) Forward Pass Receiving; (5) Legal Positions; (6) Center Position; (7) Tackling; (8) Falling on the Ball; (9) Forward Passing; (10) Backfield Stance and (11) Handling the Ball.

The diagrams show the sequence of action and are easily understood by the boy. They are taken from different photographic series which have appeared in the *Athletic Journal* from time to time. The explanatory notes are also *Journal* material. Each diagram is explained as an individual step, from the beginning to the completion of action, culminating in the execution of a fundamental.

The manual was designed to supplement the photographs, also used in classroom procedure. For each of the diagrams, the coach should have the corresponding photograph. In my case, the photograph is mounted on cardboard 4"x5". The size is governed by the projector. It is convenient to have the explanatory note for each cut pasted on the back of the card. A file should be made to accommodate the series of photographs, arranged as the diagrams appear in the manual. In a sense, the file of photographs constitutes the "master copy" of the manual. It is necessary equipment to the lectures and subsequent demonstrations on vital points of football





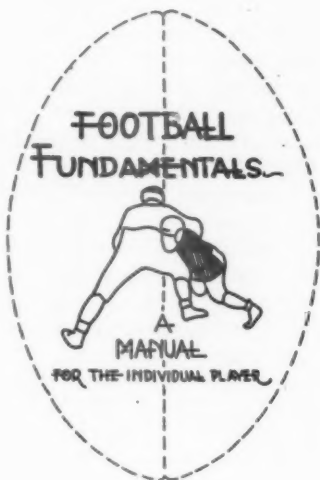


Illustration 1

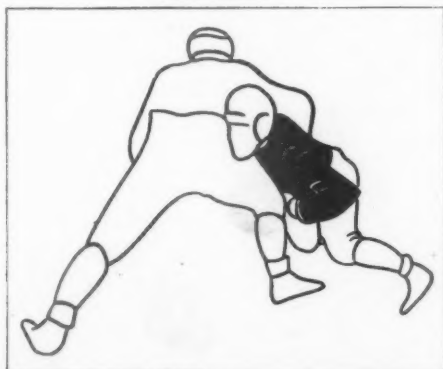


Illustration 2

fundamentals that the coach will make.

Another factor which will add to the value of the class work is the practice of having guest instructors. Most every community has in it one or more young men who have established a reputation as a football star, and in so doing has created a following among boys who are football conscious. A demonstration of how he played his position, together with accounts of interesting experiences which he has had in the game, aids greatly in fixing certain principles in the minds of prospective foot-

**T**HE Manual as described in this article contains eleven pages of drawings, made from pictures and as many pages of material describing in a concise way these illustrations. The author has grouped together from various issues the best illustrations or the best series of each fundamental. For instance the illustrations on blocking are assembled and further grouped together under each particular type of block.

ball players.

Having described the necessary materials for a class in football, I shall give an account of its functioning. Let us take for a lesson the "Play of the Guards under the Notre Dame System."

Project on the screen that photograph which corresponds to Diagram 1 of the sequence on this subject. While the group studies the photograph, the coach explains:

"On offense the guard assumes a stance from which he may charge ahead or pull out of the line without giving the opposing defensive man any hint as to what he is going to do. When charging ahead, the guard keeps his head back, eyes open, tail low and legs spread to give him plenty of drive. He keeps continuous contact with his man."

This short instruction, with the visual aid of the photograph, is next demonstrated by the coach. To emphasize further the correct stance, a member of the group should be selected for demonstration. This procedure continues until each diagram in the sequence has been covered.

Following the use of the photographs and the demonstrations, the group is referred to the manual for a complete review of what has been covered in the lesson. As a review, this has its advantage in so far as the individual may follow the sequence of action without interruption. Every step is again covered thoroughly with opportunity for questions.

It would be folly to assume that all had mastered this fundamental within the short time of three-quarters to one hour. With the manual as a text, the same lesson should be given as a home assignment. The next meeting should be devoted to testing the boys on the material so that the coach is certain that the individual knows what to do and to a demonstration by the individuals, so that the coach is certain that the boy knows how to do what has been presented.

The use of the manual does not end at the completion of the course. It should be placed in the hands of every boy who has made the squad the following fall season. He should keep it at home for ready reference to any particular fundamental



Illustration 3

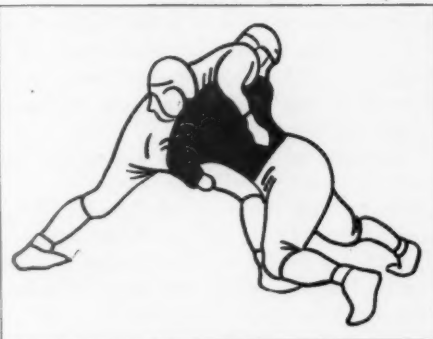


Illustration 4

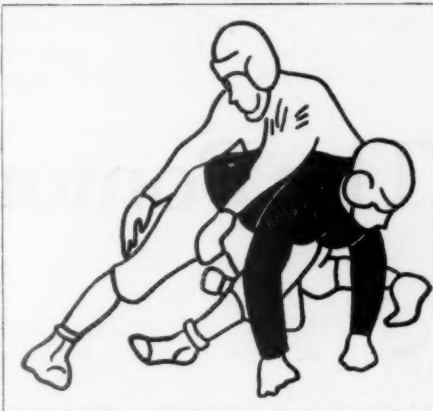


Illustration 5

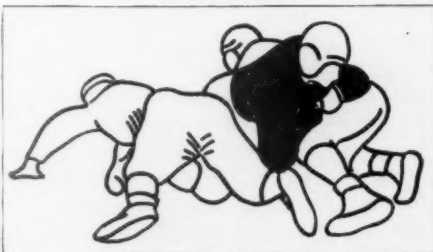


Illustration 6

which his coach may have found faulty during practice that day.

A few of the advantages resulting from such a program follow: 1. Unlimited time may be given to the mastery of each lesson; 2. Every boy will be familiar with all fundamental practices in football. He is not limited to the knowledge required to play one position; 3. The coach is no longer pressed by the lack of time to do all that he feels should be done; 4. On the



field, snap instruction, with classroom teaching as a background, will more likely suffice.

The entire classroom program is based upon example, demonstration and repetition, all good practices in teaching and in effective learning.

## The Use I Have Made of The Athletic Journal in My Pitching

By Richard Treat

Pitcher at Senn High School, Chicago

**A**FTER reading the various articles on baseball in the *ATHLETIC JOURNAL* and carefully studying the slow-motion pictures of major league players in action, I have discovered many fine points that have heretofore been overlooked by me as I have been trying to learn the pitching game.

The idea of the pitcher hiding the ball from the batter until the pitcher is ready to let go with the ball and the idea of following through so that the body might be put to advantage in the fielding of balls hit back through the box have remained unnoticed by me.

I have known of the necessity of never taking the eyes from the target offered by the catcher but I had not realized the importance of it until I read it again this spring and noticed that major league

pitchers make much of this point. This has helped my control. The emphasis put on the necessity of the pitcher getting his front leg high in the air with the throwing arm fully extended in the rear was of interest to me. I have practiced it and have added considerable speed to my rather feeble fast ball.

In addition to hiding the ball from the batter with the gloved hand, one of the writers emphasized that the gripping of the ball be made alike for different pitches so that the batter cannot tell what kind of a ball is to be thrown.

Most beginners apparently, myself included, try to throw too many curves which are hard on the arm and easy on the batters. In one of the articles the author stated, "use the curve ball sparingly, about one out of every four pitches." I have tried this and find that it saves my arm.

Throwing with the body and not with the arm alone is emphasized. When a good pitcher finishes a throw, the shoulder of his throwing arm is pointed toward the batter until he comes into a fielding position.

The over-arm motion is the generally accepted one, the leverage and speed are increased and the control is usually better. In the illustrations, the majority of pitchers used this delivery.

With a runner on base, I felt that I had a tendency to lose control and speed in pitching. I therefore studied the stances

in the illustrations and for one thing I noticed that the pitchers were holding the ball and glove lower than I had been. The reason for this, I learned, is that leverage and speed are increased.

In the fielding of batted balls, I noticed that the pitcher runs toward the first base line, then cuts down the line toward first base, always keeping inside the line, in this way avoiding being run into by the baserunner. Backing up a ball thrown in from the outfield and covering home plate on a wild pitch are points that we beginners know about but do not realize the importance of them until we read them as important suggestions.

One suggestion that seems very unimportant, "Do not rub the ball on the clothing" is, however, important, because it is a violation of the rules. I liked the "Specific Suggestions" in Mr. Gargan's article. They served not only as a review of the fundamental things that we have been coached, but they brought out some points that I have thought were unimportant and not necessary to bother with.

In writing on *The Use That I Have Made of the Athletic Journal in My Pitching*, I did not try to enumerate all the hints made by the authors of the articles on baseball this spring, but I selected only a few points that were new to me or that I had neglected. I enjoyed all the baseball articles and gained a lot from the accurate description of the beginning pitcher's weaknesses and from a study of the pictures.

# The Pomona Baseball Tournament

By C. Merrill Green

High School, South Pasadena

**S**OUTHERN California high schools are privileged to take part in one of the best high school baseball tournaments in the West. This tournament held at Pomona High School during the spring vacation is open to all high schools that are members of the California Interscholastic Federation and draws from as far north as San Luis Obispo and Pasa Robles to Calexico and San Diego in the south. The tourney is sponsored by the 20-30 Club of Pomona, a service club of young men, who had a desire to revive baseball in the high school ranks some six years ago when this tournament was first started. They have met with success as the tournament has grown from a twenty-eight team affair to one that now draws nearly fifty teams. The past season forty-eight teams participated in the three-day tourney that far surpassed anything that the committee had expected.

Long Beach Polytechnic High won the major tournament for the second time, defeating its home-town rival, Woodrow Wilson High, 5 to 1. Compton High won the consolation title from Colton High,

7 to 3. Both contests were witnessed by capacity crowds. Ten baseball diamonds were in use during the first three rounds and the team losing in the initial round went into the consolation round. Excellent baseball was exhibited in both the major tournament and the consolation round. Many of the games were close, six of them going into extra innings.

The revolving trophy awarded to the winner is a beautiful cup measuring thirty-three inches across the top, given by the Carnation Milk Corporation with Mr. E. A. Stuart as president. Other Trophies presented were given by the 20-30 Club of Pomona, interested citizens and General Mills, Incorporated. The second place winners in both the major and consolation tournaments received trophies. An all-tournament team was chosen by a selected committee and each member of that team received a gold baseball. The leading hitter, the pitcher with most strikeouts, the player stealing most bases, the player making the most hits, and the most sportsmanlike player all received honors. The coaches of the winning teams in both

the major and consolation rounds were awarded trophies. The leading home run hitter also was not forgotten.

The first night of the tourney is given over to a banquet held for the players and their coaches, in which some moving picture celebrity is invited to speak. Among those who have spoken are the late Will Rogers and Joe E. Brown. Over seven hundred attended the banquet this season and Joe E. Brown gave a talk, very inspirational as well as humorous.

The California Interscholastic Federation made a thorough investigation of the tournament before its executive committee sanctioned it in 1933, and had its commissioner, Seth Van Patten on the grounds at Pomona carefully watching all details. It is not an unusual thing for service clubs to be interested in high school baseball in the West.

The tournament is well managed and teams coming from a distance are housed in private homes and in the Pomona Armory. Umpires are paid from funds given by the Helms Athletic Foundation, and the Hollywood Pacific Coast League



Club. Pomona High School officials handle the eligibility lists in accordance with the C. I. F. ruling. Games are seven innings in length with the exception of the final one, which is nine. Most of the teams that reach the finals have had at least two pitchers to depend upon, but they are usually forced to draft another from their ranks for relief work.

It is interesting to note the good that this tournament has done for baseball here, as more than ten high schools have returned to this sport since the tournament was started and have taken part in it as a direct result of the renewed interest. Los Angeles City schools unfortunately have been unable to enter the tournament, due to a ruling by its board of

education against games outside its own leagues.

Long Beach Polytechnic, San Diego and Escondido have all secured two "legs" on the trophy and Compton has won two consolations. Since the requirement for permanent possession of the cup is three wins, not necessarily in succession, several teams will be hoping for a third victory.

# Athletic Coaching, a Broad Field

## The Athletic Coach in the Community Recreation Program

By Carl L. Nordly, Ph.D.

Assistant Professor of Physical Education  
Department of Physical Education and  
Athletics, University of Minnesota

**D**URING the last twenty years there has been a marked increase in community recreation promotion. Athletic coaches and classroom physical education teachers are being enlisted as recreation leaders. Frequently, they are given the sole responsibility for satisfying the recreative interests and needs in small communities. Such opportunities present a challenge to men in the field. This observer has noticed on several occasions what appears to be professional jealousy between recreation workers. Only recently he heard the statement from a field worker that physical education teachers "may think flower shows are sissy affairs." Others have said physical education teachers are unqualified to promote a recreation program. While such may be the case, the fact remains that school administrators and other public officials in one state at least, Minnesota, are selecting many physical education teachers to direct summer recreation programs.

Let us assume that a professionally trained teacher of physical education in a small community is the only individual employed to direct summer recreation. With his background he is likely to emphasize games and sports in the recreation program and to neglect other phases such as music, dramatic activities, arts and crafts. In doing so, he does not provide a balanced program and is subject to criticism. Does he have any alternative? What steps can he take with his limited professional training in recreation leadership to render outstanding service to the community?

Within his community, he may find several organizations promoting recreative activities. The American Legion may be conducting Junior Legion Baseball, the Parent-Teacher Association may sponsor

*THREE years ago the Department of Physical Education, through the initiative of Frank G. McCormick, Athletic Director at the University of Minnesota undertook two studies to improve Physical Education throughout the State. The study has been under the direct supervision of Dr. Carl Nordly. This article and the two that follow on The Coach Widens His Campus Influence by James Pederson and Archery in School Physical Education by Lloyd Ostrander should be of interest to every athletic director and coach who wish to have their departments render the greatest possible service to their communities.*

a garden club, the Chamber of Commerce may assume responsibility for a Fourth of July celebration, churches may conduct Sunday School picnics, the Legion Auxiliary may sponsor a pageant, the town may support a band, etc. There were twenty-five agencies co-operating in the recreation movement in sixty-six Minnesota communities last summer according to information received by the State Department of Education. The recreation director himself, or with the aid of a committee, should determine what activities are promoted, by whom and what the activities are in which there is expressed interest. He is then in a position to strive to avoid unnecessary duplication of effort, to offer his services to sponsoring agencies and to co-ordinate the recreation efforts of emergency federal agencies, social and civic groups. If the recreation director is untrained to conduct phases of the program other than physical activities, he should endeavor to obtain the assistance of volunteer leaders from such groups as teachers of music, drama and art, Boy Scouts, Girl Scouts, college undergraduates, members of high school glee clubs, church choir directors and individuals with hobbies. With such assistance he can include such activities as community singing, story-telling, plays and pageants, handcraft classes and projects and nature study. His ingenuity in locating volunteer leaders and his efforts to co-operate with them may be his only means of providing an extensive program for all age groups.

The recreation director should plan the use of the facilities so that space is most effectively utilized. If space is limited, a schedule of hours for participation of different age groups and sexes may be required. A well-conducted program with inadequate facilities may arouse community interest in providing suitable places for more extensive programs.

Many accidents can be avoided by careful planning so that children, sitting or standing, are not in danger of being hit by batted or thrown balls. Space and apparatus which is assigned to small children should be reserved for their use. Children should learn how to use apparatus safely. Protective equipment should be furnished to participants.

A few days ago a prominent recreation director in a large city remarked, "Records are a necessary evil." Records unused cannot be justified. However, when public money has been spent for the support of community recreation, the director has a social responsibility to report the nature of the program and, with the greatest degree of accuracy, the extent of participation. A careful study of records from year to year is a means of diagnosing weaknesses in programs. Furthermore, records provide a sound basis for public relations—newspaper articles, addresses and reports—which may be the means of obtaining larger budgets for increases in facilities, equipment and staff.

The success of community recreation depends upon the quality of leadership. We, as specialists in physical education, must admit that we are untrained to lead broad recreation programs. However, lacking such professional training we can render outstanding service when called upon to do so by using ingenuity in community organization for recreation. We should read the best literature in the field, attend recreation institutes, broaden our skills by engaging in recreative activities other than games and sports and take extension or summer session courses in the recreation field. We may expect the recreation leaders of the future to have qualifications comparable to those of the classroom teacher. In the meantime, we can recognize that recreation programs include

(Continued on page 41)

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## LEADING GRIDIRONS



# Tabulation by States

	No. of Sec. Sch.	No. of Memb. of S. H.S. Ath. A.	No. of Schools Play- ing Football.	Is Football State Championship De- cided.	1937 Football Show Increased Attend- ance.	Is Six-Man Football State Listed Ac- tivity.	No. of Schools Play- ing 6-Man Foot- ball Next Year.	No. of Schools Par- ticipating in Bas- ketball.	Did Basketball Show Increase in Attendance.	No. of Schools Play- ing Baseball.	Is Base- ball Cham- pionship Decided.	Is Interest in Base- ball Increasing or Decreasing.	No. of Schools Par- ticipating in Track and Field.	Do You Have State Track and Field Meet.
Ala.	323	314	240	No	Yes	Yes	12	295	Yes	200	No	Inc.	45	Yes
Ariz.	57	55	32	No	Yes	No	10	55	Yes	22	Yes	Inc.	28	Yes
Ark.														
Calif.	412	388	250	No		No		350	No	258	No	Inc.	388	Yes
Colo.	217	203	100	Yes	Yes	No	10	203	Yes	13	No	Dec.	100	Yes
Conn.	105	102	50	No	Yes	No	5	100	Yes	75	Yes 1939	Dec.	35	Yes
Del.	29	No Assoc.	14	No	No	No	3	29		20	No		12	No
Fla.	275	226	122	No	Yes	Yes		220	Yes	62	Yes	Inc.	36	Yes
Ga.	420	200						400		100			200	
Ida.	200	168	93					168		30			75	
Ill.		918	400	No	Yes	No		875	Yes	300	No		450	Yes
Ind.		803	93	No	Yes	Yes	20	803	Yes	75	No	Same	155	Yes
Iowa		898	296					898	Yes	600			160	
Kans.	680	667	340	No	Yes	Yes	25	665	Yes	321	No	Inc.	435	Yes
Ky.	600	572	119	No		No		572	Yes	25	No	Dec.	40	Yes
La.	440	371	223	Yes	Yes	Yes	25	400	Yes	125	Yes	Inc.	225	Yes
Maine	283	201	70	No		Yes	20	170	Yes	195	No		65	No
Md.	178	178	4					135		25		Dec.	178	
Mass.	250	177		No		No					No	Dec.		Yes
Mich.	715	715	400	No	Yes	Yes		650	Yes	450	No	Inc.	250	Yes
Minn.	640	483	228	No	Yes	Yes	30	465	Yes	228	No	Inc.	280	Yes
Miss.	550	531	250	No	No	No		500	No	Few	No		200	Yes
Mo.	900	762		No		No	24	760	Yes		No	Dec.	125	Yes
Mont.	212	205	68	Yes	Yes	Yes	46	195	Yes		No	Same	162	Yes
Neb.	650	570	220	No	Yes	Yes	60	540	Yes	100	No	Inc.	250	Yes
Nev.	35	32	10	Yes	Yes	No	4	28	Yes		No	Inc.	13	Yes
N. H.	108	75	38	No	Yes	No		60	Yes	68	No	Same	25	Yes
N. J.	210	185	165	No	Yes	No		170	Yes	150	No	Inc.	140	Yes

# Showing Sports Activities

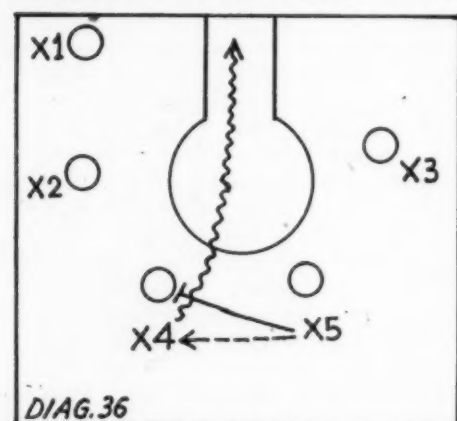
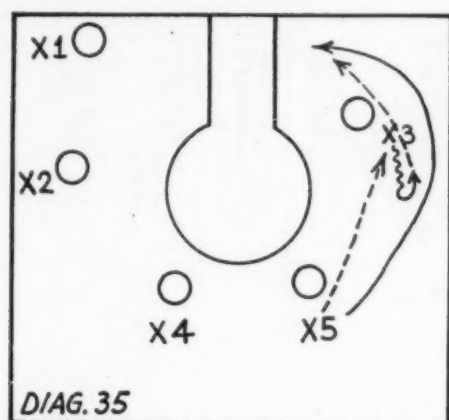
	No. of Sec. Sch.	No. of Memb. of S. H.S. Ath. A.	No. of Schools Playing Football.	Is Football State Championship Decided.	1937 Football Show Increased Attendance.	Is Six-Man Football State Listed Activity.	No. of Schools Playing 6-Man Football Next Year.	No. of Schools Participating in Basketball.	Did Basketball Show Increase in Attendance.	No. of Schools Playing Baseball.	Is Baseball Championship Decided.	Is Interest in Baseball Increasing or Decreasing.	No. of Schools Participating in Track and Field.	Do You Have State Track and Field Meet.
N. Mex.	130	130	70	No	Yes	Next Year	10	130	Yes	None			70	Yes
N. Y.	970	560	450	No	Yes	Yes	150	900	Yes	600	No		600	No
N. C.				Yes		Next Year			Yes		Yes	Inc.		Yes
N. D.	212	225	75	No	Yes				Same		No			Yes
Ohio	1411	1145	442	No	Yes	Yes	40	1133	Yes	725	Yes	Inc.	607	Yes
Okla.	838	716	239	No	Yes	Yes	25	700	Yes	169	No	Inc.	225	No
Oreg.	268	259	191	No	Yes	Yes	100	259	Yes	98	No	Inc.	207	Yes
Pa.														
R. I.	45	28	23	No	Yes	No		25	Yes	20	Yes	Dec.	15	Yes
S. C.	305	235	150	Yes	No	No		200	Yes	75	Yes	Inc.	35	Yes
S. D.	345	317	97	No	Yes	Yes	40	315	Yes	25	No	Dec.	208	Yes
Tenn.														
Texas	1400	1400	600	Yes		Yes	75	1400				Inc.	1400	Yes
Utah														
Vt.	95	93	23			No		93	Yes	80	Yes 1938	Same	25	Yes
Va.	483	237		Yes		No		483	Yes		No	Dec.		
Wash.	302	292	205	No		No	40	285	Yes	180	No	Inc.	140	Yes
W. Va.	266	219	166	No		No		216	Yes	38	No	Same	86	Yes
Wis.	456	454	272	No	Yes	Yes	50	446	No	160	No	Inc.	235	Yes
Wyo.	88	85	30	Yes	No	Yes	25	85	Yes		No	Dec.	50	Yes

Note: No attempt has been made at this time to summarize the various sports, as information from a few states was not available. As soon as the definite information now lacking is secured an interesting summary will be made and printed in a later issue.

The portion of the report available at this time shows: 42% of the schools have football; 99% of the schools have basketball; 34% of the schools have baseball; 42% of the schools have track and field; 19 states reported increase in baseball; 10 states reported decrease; 5 reported no change; 14 made no report.

# A Review of the Year in Interscholastic Athletics

(Continued from page 22)



The play, shown in Diagram 35, requires good timing. X5 passes to X3 and then X5 fast-breaks past X3. X3 takes about two dribbles out, jumps in the air, whirls and throws a pass to X5 under the basket.

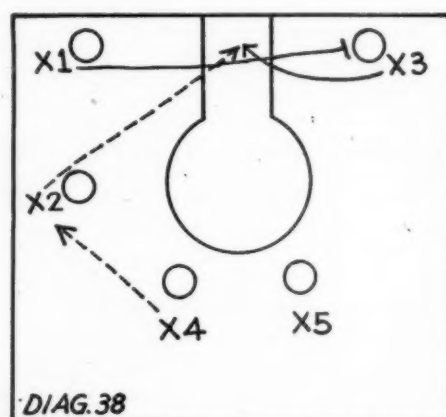
When the defensive forwards are aggressive, a fine opportunity is afforded for one guard to screen for the other guard, as shown in Diagram 36. X5 passes to X4 and then sets up a screen beside X4's defensive man. X4 dribbles around the screen and generally has a straight drive-in to the basket.

If it is possible to draw the defensive men out a considerable distance on the floor, it is a good play to establish a screen behind them and allow the men to break by the screen, as shown in Diagram 37. X5 passes to X3. X3 takes fast steps away from the defensive man to make sure of receiving the pass. X2 steps out behind X4's defensive man and X4 breaks around the screen set up by X2, and receives a pass from X3 and is in a position for a shot.

In Diagram 38, X3 drops back into the corner. X4 passes to X2. This pass is made primarily to attract the attention of the defensive men. While this pass is being made, X1 goes across the floor and screens the defensive man guarding X3. X3 breaks in to the basket and receives a pass from X2.

In most of the diagrams, the plays have

been set up to keep the defensive men out near the sides of the court. For a little variation, X1 breaks into the center of the court and a play is worked, as shown in Diagram 39. X4 passes to X2 and while this pass is being made, X1 comes out of the corner and assumes a position



along the free-throw lane. X2 passes to X1 and then breaks by X1. X2 breaks in front of X1 primarily to draw his defensive man over into the middle of the court. X4 starts to the right of his defensive man to pull him out of position, and as soon as X4 discovers that his defensive man has moved in a position to guard him, X4

goes in on the open side of the floor, receiving a pass from X1.

In Diagram 40, X2 passes to X4. X1 moves up behind X2's defensive man, but only remains momentarily behind the defensive man and then continues down the middle of the court toward the basket. X2 breaks around the screen momentarily set up by X1. X4 has an opportunity to pass either to X2, as he comes in from the side, or to X1 who has continued down the middle of the court.

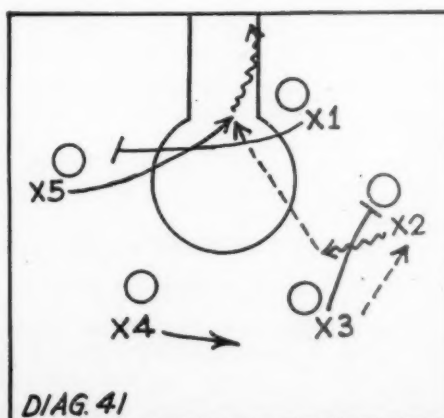
## OKLAHOMA

Grady Skillern

Central High School, Tulsa

THE feature of the tournament was the final game between Oklahoma City Central and Tulsa Central. There is an abundance of natural rivalry between these two schools and there is always a battle when they meet. Each team had a splendid record for the regular schedule play and came to the tournament as the two teams picked to reach the finals.

Tulsa took the lead over Oklahoma City and held it until the middle of the third quarter. At this point, Oklahoma City jumped into a two-point lead, but was unable to hold it. Tulsa immediately tied the score, and went ahead, remaining there





for the balance of the game—winning 33 to 27.

Tulsa Central used a man-for-man defense during the season, as well as in the state tournament. The boys were drilled on exchanging men on pick-off plays and on fast revolving offenses. In the final game, the boys were instructed to exchange every time a screen developed. This worked well until the last of the first quarter when Oklahoma City started to reverse its revolving offense. This strategy enabled the players to break to the basket, open. Tulsa then changed to a strict man-to-man, playing loose when the man did not have the ball or when he had the ball and was out of shooting range. This defense worked well since all the Tulsa players were good on their defense fundamentals.

I believe that the no-tip-off rule did not have any ill effect on any of the players and the contestants, as well as the spectators, liked it. The three plays have worked successfully.

In Diagram 41, X3 passes to X2 and follows for a screen play. X2 takes a dribble and looks for a pass to X5. If X5 is not open, X2 may choose to dribble toward the free-throw line with the possibility of going far enough to the left for a left-hand shot. If he stops near the free-throw line, X4 will drive through for a play. This play is used on the left side the same as on the right. X4 and X3 may criss-cross and exchange the ball a few times before making the side play.

In Diagram 42, X3 dribbles toward X2, pivots and passes the ball to X2 who starts a dribble and passes to X5, driving toward the basket. X5 may stop and pass back to X2. X4 screens O5 and X1 breaks across to clear the lane and get in position to follow. Note that X1 breaks across in the same direction as in Diagram 41. This is to keep O5 from knowing when X1 is to screen. This play is used also on the left, and the work of the guards, X4 and X3, is the same in building up the play. X4 knows that he is to screen O5 when X2 starts to dribble instead of passing to X2.

In Diagram 43, X4 and X3 build up the play by criss-crossing or passing back and forth between themselves. X3 passes to

X1. X2 starts immediately and X3 starts soon after. X1 uses his judgment as to which player to pass to. If neither X2 nor X3 are open, X5 breaks across in front of X1 for a shot over the screen. X4 acts as the safety. This play is used on the left side also.

## RHODE ISLAND

*Robert B. Morris*

*High School, Pawtucket*

**PAWTUCKET HIGH SCHOOL**, with two regulars from the previous year, successfully defended its state championship title in Class A competition, winning fifteen games and losing one.

Pawtucket used both the zone and man-to-man defenses. The zone was the customary 2-1-2 set-up and the usual shifts occurred as the ball penetrated the defense. The man-to-man was played from the same set-up, the players checking as the opponents filtered through the front line. Offensively, the team broke fast when given the opportunity, and at other times used a deliberate figure-8 offense. Control of both backboards was a big factor in the team's success. Plays from out-of-bounds and held balls scored baskets quite frequently in the course of the season. The team averaged around six feet in height, and most plays were started from the guard position. Bill Rutledge and Al Bernadine alternated in taking care of the middle position on breaks down the floor. Both players used the one-hand push shot with marked success. Captain Ed Plociak, veteran from the state championship team of the year before, played the pivot position on the slow offense and was a very good ball-handler and an excellent basket-shooter.

The elimination of the center jump has met with the approval of both spectators and players. The games have been more open and the attendance has shown a marked increase. Basketball for the past five years has shown a steady improvement in Rhode Island.

## TEXAS

*Howard R. Kitchen*

*Woodrow Wilson High School,  
Dallas*

**AS** far as any set offense, we worked with two men in, and three men back, with a rapid passing attack, trying to get the defense to follow the ball in the back line and forget about the two men playing on either side of the free-throw lane. (See Diagram 44.) We would use these three back men in a figure eight, passing very rapidly. This had a tendency to disconcert the defense, and I found that, as we passed the ball from one man to the other, we had an automatic screen which

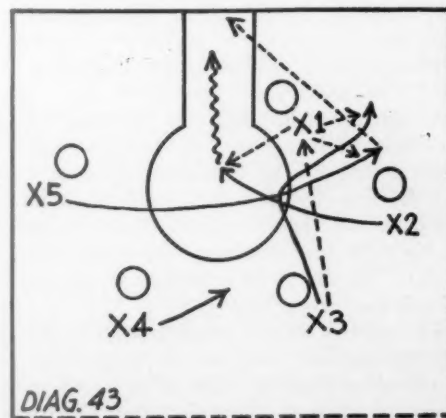
enabled one of these back men to break in under the basket, as Diagram 45 shows.

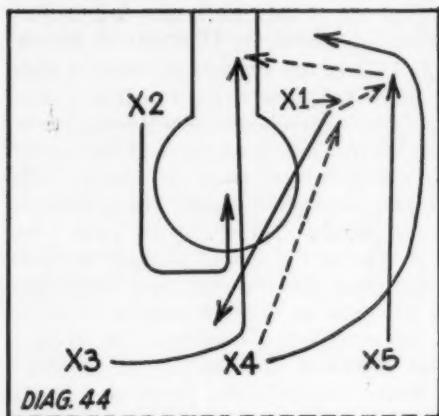
As I see it, the greatest difficulty in high school basketball in using set plays, is that the boys, regardless of their experience, and this past year I had several three-year letter men, will try to go on through with the play regardless of how the defense is set up against that particular play. So, we developed the idea of starting out with a particular play in mind and maneuvering for position to score without thinking of any set plays. However, I found that much is gained from drilling on set plays in offensive work during practice. I found that this method of offensive drill developed footwork, finesse, passing, dribbling and judgment, which cannot be acquired in some of the other drills. Diagrams 46 and 47 show other plays in our repertoire.

Our success this past season was probably due to the fact that we met each offense with the opponent's own offense. That is, when we played a team using a slow-break, we used the slow-break, and when we met a team using a fast-break, we used a fast-break also.

On defense, we used strictly man-to-man. I do not believe that we could have beaten John Reagan of Houston in the finals of the state tournament with any other type of defense except man-to-man. Houston had one of the greatest offensive players that I have ever seen in high school. He used a one-handed pivot shot, which was very accurate. A zone defense could not have stopped this boy, in my opinion. He had been an outstanding point-maker all season, averaging from sixteen to twenty points a game. I put one boy on him and told him to stay about four feet from him and watch only him and not to be concerned about the ball. I found that this gave excellent results, as this defensive method kept him from making more than five points. This was probably the deciding point in our winning the state championship.

When we met a two-in and three-out offense, in order to keep from screening ourselves out of the play and to save energy, I let the defensive men check off the offensive players to one another. Otherwise, our defense was strictly man-for-man.





I am very much in favor of the no-tip-off rule because it prevents stalling, it gives the shorter team an equal advantage, and I believe that it helps the coach in keeping the boys in condition; they know that the least bit of break in training, because of their tiring, will be noticed by the coach. Our success this year was partly due to this new rule. Probably one of the most outstanding points in winning the state championship was that we were in top condition. Each boy accepted the responsibility in no small way in keeping physically fit the entire season. We found that this was a great help, especially when we had to win three games in the bi-district, three in the regional and three in the state tournament. There were approximately 1500 teams participating for the championships in Texas.

The play, shown in Diagram 44, is successful only when used against a direct man-for-man defense. Using the offense of two men in and three men out, X5 breaks to the side line as X4 passes to X1. X1 then makes a short pass to X5. In the meantime, X4 has followed X5 breaking around, and X5 fakes a pass to X4. X1 has gone out to form a screen for X3, who goes to his right, cuts down the middle of the free-throw lane, and gets the pass from X5 for a crisp shot. X2 merely floats in back of the play for protection and for a follow-up.

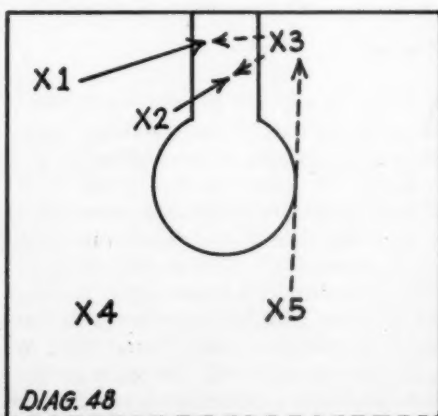
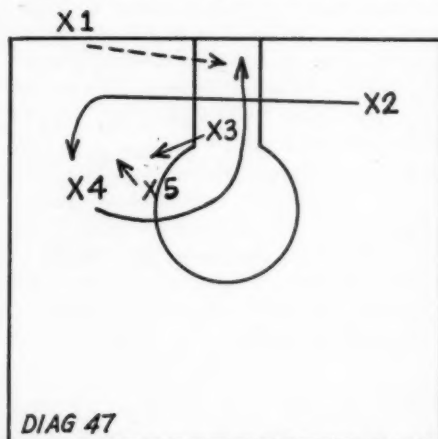
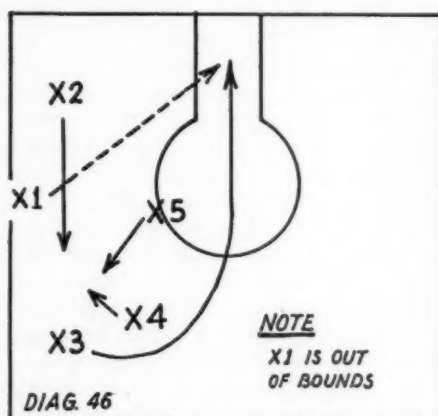
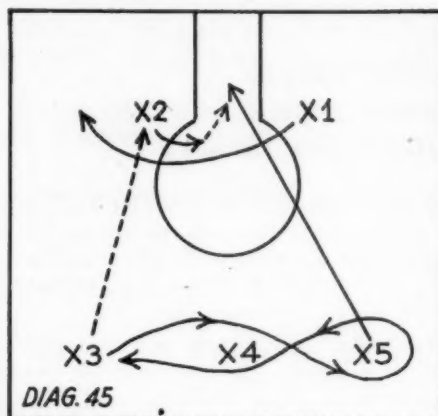
I used this play very successfully due to the fact that I had a good left-handed passer playing in the X5 position. This play may be reversed to the other side very easily by shifting X1 to the opposite side.

Practically all of our plays originated from this particular type of offense. I have already mentioned this play and its possibilities when a team uses a very rapid passing attack. In Diagram 45, players X3, X4 and X5 use a form of figure 8 in the back line, then pass to X2, who pivots to his right and dribbles, faking the ball to X1. X5 drives into the basket, taking a hook pass from X2.

I found this very successful as X2 forms a screen for X1. X5 must be fast enough to get away from his man so as to get in a scoring position. This play may also be

reversed to the other side with X1 taking the pass from X5, X2 cutting across, and X3 driving into the basket.

Of all the set plays that we used this past season, my records show that we



scored more points from set out-of-bounds plays than from other offensive plays. I tried to keep the same system of out-of-bounds plays, regardless of the position of the ball whether it was on the side line or directly under the basket. In Diagram 46, X1, who is a tall, accurate passer, takes a position out-of-bounds. X2 comes up in front of X1 between X1 and any possible player guarding X1. X4 and X5 drive up to form a screen and X3 goes out around and down the free-throw lane to take a pass from X1. I found that this play scored many times during the season.

In another scoring play off of this same formation, X1 passes to X2, a left-handed passer. X1 breaks in to the basket and receives the pass, taking the ball from X2.

I am convinced that, regardless of the experience of the players, simplicity of plays is most important. The out-of-bounds play shown in Diagram 47, is directly under the basket. However, practically the same set-up is used as was used in the out-of-bounds play described in Diagram 46. X1, a tall, accurate passer, takes the ball. X2 anticipates the play, and X3 and X5 form a screen for X4, who drives into the basket and takes a bounce pass from X1. This was a very successful out-of-bounds play according to my records.

## UTAH

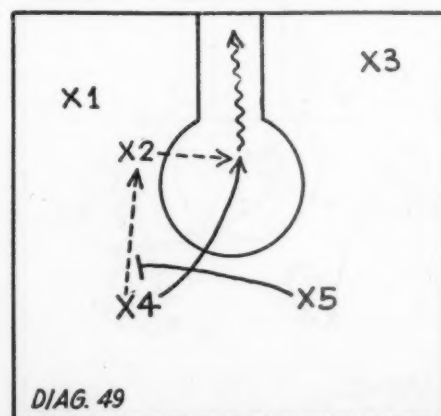
H. Cecil Baker

Granite High School

Salt Lake City

SIXTEEN teams, representing six regions in the State of Utah, met in the twentieth annual basketball tournament March 16, 17, 18 and 19, 1938. So keen was the interest in the tournament this year that hundreds of people were turned away the first night and every night, thereafter. Some 18,000 fans attended the four-day tournament.

The no-tip-off rule has stimulated the teams offensively, scores ran higher and the games were faster. Utah adopted the rule that there should be a one-minute rest period (providing no time had been taken





out before) at the conclusion of four minutes of play, during each quarter.

Man-to-man and zone defenses were used equally well, with more teams using the zone defense than in previous years.

In defense, Granite covered their men all over the court, and if forced to use a 3-2 zone defense, they did so.

In offense, we used a fast-break when the opportunity presented itself. If the defense was in a good position, we used a deliberate offense. Our zone defense afforded us many good opportunities for a fast-break. We worked on the theory, two men to one, three men to two, etc.

In Diagram 48, X5 passes high to X3, a tall man. If X3 can tap the ball into the basket he does. If he is too closely guarded, he taps the ball to either X2 or X1 who have started toward the basket when X5 made his pass to X3. In Diagram 49, X4 passes the ball to X2. X5 comes across and screens X4's man. X2 returns the pass to X4 who dribbles in for a set-up.

Diagrams 50 and 51 show how we aim to keep five men at all times between the ball and the basket.

## VIRGINIA

*Julius Conn*

*High School, Newport News*

IN the State of Virginia, we do not have a tournament as in other states. Our state is divided into three districts—eastern, western and central—composed of from four to six teams in each district. It takes three years to complete the schedule of the play-off for each district. The team that draws the bye each year has to play the winner of the other two districts; hence, it takes three years for each team to get a bye. We are in the eastern district which drew the bye this year. We won from Thomas Jefferson High School of Richmond after they had defeated Danville. In order to be the winner of a district, a team must play each team twice with a winner determined before a certain date.

We find that this type of championship play-off is the highest type and the best suited for our state, in that it is not too strenuous and our boys miss very little, if any, time from school. We do not have any play-off among the classes in the State of Virginia. We have Class A, B and C champions, the classes being designated by the number of pupils in the school. Newport News is in Class A.

The main reason for our winning the state championship this year was due to our good ball-handling. Our team handled the ball better than any high school team that I have coached in the past twelve years. We had two good ball players but did not have any capable substitutes to help out with our three weaker boys. In my experience as coach, I have

found out only this year that it does not take outstanding boys to win ball games, but it takes a group of boys with a spirit of "We can't be beaten" who can learn how to handle the ball.

We do not have any gymnasiums in any

of our grammar schools nor do we have any junior high schools at all. The only gymnasium available is a stage-gym combination which we have in our high school. We are not able to use it until the first of December and we have to relinquish it in March. Numerous times during the season it is used for local plays, lectures, musicals, etc.

We have a junior varsity team composed of boys in the sophomore and junior years who come up to our varsity every year. I find that, when a boy is taught in his sophomore or junior year *how* to handle the ball, he can fit into any system that may be given him. I do not employ any set system on the offense or defense. I try to teach the boys the various offenses and defenses and, as a result, they are able to cope with any offense or defense that any other school may use against them. All of our courts in the state are different. Some of them are small, some of them are on the stage, and several have low ceilings. Hence, it is necessary to have an offense and defense to meet the different situations.

I should like to go on record as being highly in favor of the no-tip-off rule. I did not see any ill effects in the physical condition of my boys.

## WEST VIRGINIA

*V. Everett Brinkman*

*High School, Wheeling*

TWO HUNDRED AND TEN teams competed in the thirty-two sectional tournaments held in West Virginia. The winners played in eight regional tournaments and the eight regional winners played in the final tournament held at West Virginia Wesleyan College.

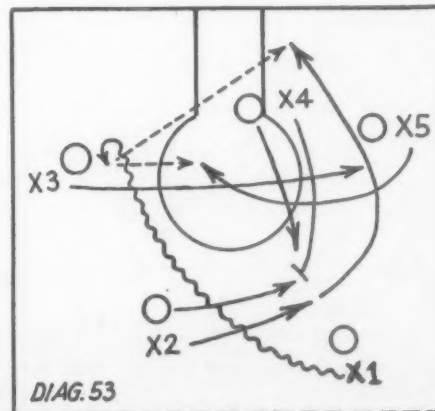
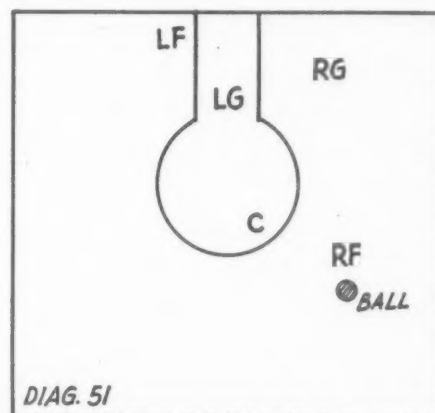
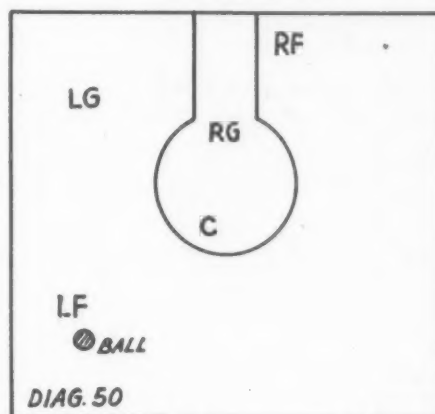
Our team completed a perfect season with twenty-four games won, averaging 56½ points per game.

The no-tip-off game has made a more interesting game, a faster game and has given the small man a better opportunity. Our first ten players gained an average of ten pounds per man this season.

Defensively, we used the man-to-man effectively. Our team would retreat to the defensive end of the court upon losing the ball and each man would pick up his man as he came into offensive territory.

We used a fast-break offense whenever possible. Against the zone and man-to-man defense, we depended upon our set plays, two of which are described.

In Diagram 52 a play is shown that we used against a zone defense. X1 fakes to X5 to draw the defense over, then passes quickly to X2. X2 may bounce pass to X4 or X5 or snap a quick pass to X3. X3 passes to X4 who comes out to meet the ball. X3 breaks fast for the basket to take a return pass. If the passing is timed right, X4 will tip the ball high to X3 for a lay-in shot.





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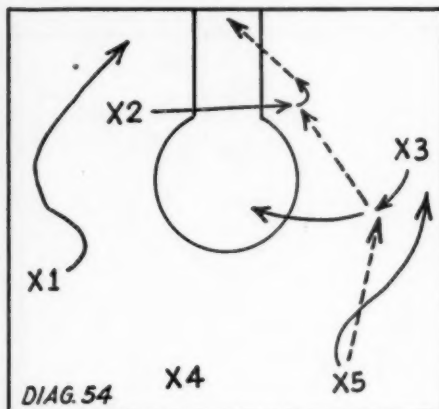
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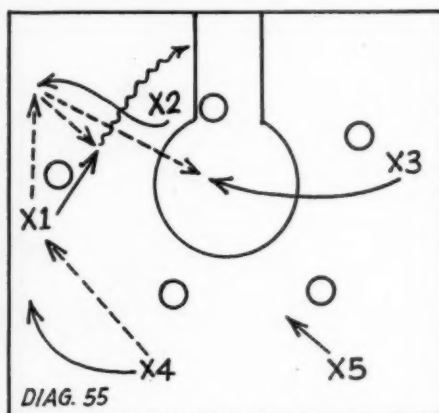


**ABSORBINE JR.**

Diagram 53 shows a play used against a man-to-man defense. X1 fakes to X5. X2 comes across toward X1's defensive man. X1 dribbles to the left, cutting his man off on X2. X4 screens for X2 who



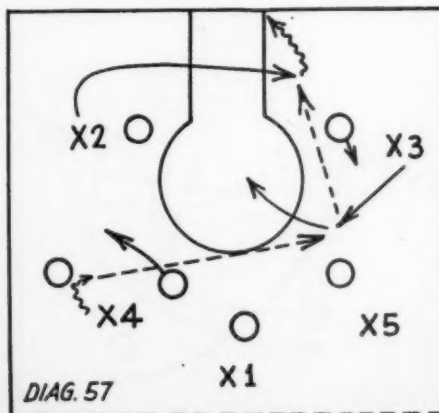
DIAG. 54



DIAG. 55



DIAG. 56



DIAG. 57

continues around to the right to take a pass from X1. X3 has crossed the floor to screen for X5. If X1 is unable to pass to X2, he may pivot and pass to X5 at the free-throw line.

## WISCONSIN

*Win Brockmeyer*

*High School, Wausau*

**I**F we were to single out any one formula for winning the state basketball tournament in Wisconsin, I would say that game tactics played the important part.

Wausau played one team that used set plays offensively, another that used a fast-break, and a third that used a slow and cautious style. Defensively, we ran into one team using a strict man-for-man and another using a zone defense. To their various styles of play, Wausau varied her attack. We would slow our game or speed it up as necessity demanded. When behind, we speeded up our attack; when ahead, we compelled the defense formation to spread and force the play, leaving the defense open to 1-2 situations and a few set plays.

Wausau's first opponent in the state tournament was Stevens Point, a team that played a deliberate game, using set plays to score. Their defense was a strict man-for-man defense. One of the plays that worked well during this game is shown in Diagram 54. X5 passed the ball to X3 who timed his pass to X2. X2 faked enough to allow a clean shot from the pivot. If a shot was not tried, the ball was passed out and another combination was tried.

Shorewood used a semi-zone defense and a three-men out, two-in offense. A play that worked well in this game is shown in Diagram 55. X4 or X5 started the play, X4 passed to X1 who passed to the corner to X2. A break by X1 and X3 would bring one of them open to receive a pass under the basket. A pass out to X4 was used for long set shots.

In the final game for the championship, Wausau met Wauwatosa, a team of big, rangy boys, playing a fire-brand type of basketball, with a record of eighteen wins and no defeats.

Knowing that we could not play a fast-break game against Wauwatosa, our final opponent, we resorted to a very slow, deliberate game. Because of their scoring punch and fast-break and rebound power, we changed our offense and played three men out and two men in. With a 3-point lead, Wausau made the Wauwatosa defense come out past the middle of the floor. With this advantage, it was easy to break in for baskets. Two plays that were very effective in getting in for sure shots are shown in Diagrams 56 and 57.

The state tournament of Wisconsin brought out many varied styles of offense  
(Continued on page 46)

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CHICAGO, ILLINOIS

# An Intramural Sports Program for College and High School

By Adrian Christenson  
St. Olaf College

THE intramural sports program instituted at St. Olaf College in the fall of 1936, has, after a two-year experimental period, proved to be the most efficient and far-reaching organization of its kind ever attempted at the institution, and if present indications can be relied upon for future interpretation, then this program will provide a percentage of participation down through the years that will rank with the finest on record.

St. Olaf presents no natural divisions for intramural competition. Fraternities do not exist at the institution. Only one dormitory, housing less than two hundred students, does not offer a satisfactory solution to its recreational problem. Students living off campus do not reside in groups large enough to permit organization on an intramural basis. Class, dormitory and off-campus organizations in the past could muster only thirty, forty or fifty per cent student participation in our program. Enthusiastic response was lacking. We were reaching only those students who were recreationally minded and men who had sufficiently mastered certain sports and thus assured themselves of enjoyable participation. Some organization had to be attempted with a view to stimulating participation by the other half of our student body who had not experienced the satisfaction and benefits of good wholesome play. Consequently, it was deemed advisable to establish units of competition arbitrarily in an attempt to stimulate interest in intramurals, and through this channel to meet adequately the recreational needs of the student body.

Ten athletic clubs were organized under the leadership of minor and major sports' lettermen, arbitrarily chosen to head each club. This distribution was essential in building the original organization but will not prove necessary in future registrations. All male members of the student body were then permitted to register in the club of their own choice, with a maximum registration of fifty established for each organization. Students once registered in one of the ten clubs must compete under the banner of that club as long as they attend this institution. Thus, vacancies in club membership created through graduation or matriculation elsewhere, permit freshmen on registration day, to select the club with which they wish to be affiliated during their stay at St. Olaf. Freshmen

registered for club membership at this time, eliminate almost entirely the possibility of any one club drawing the select athletes from the incoming class, and thus tending to destroy the even tempo of the entire existing organization.

Each of the ten established clubs is headed by a manager, appointed by the intramural director, whose duty it is to contact club members, select and enter teams and individuals in the competition afforded, stimulate interest in intramurals and build club tradition. Much of the success of the intramural program depends on the zeal and enthusiasm of these club managers. Their leadership has been exemplified in the splendid response of our students to the program adopted. They have sensed the vision of intramural service through enjoyable participation in recreational activities. Club members are the beneficiaries of enthusiastic work on the part of the managers, but we cannot minimize the invaluable experience derived also by the individual managers, in selecting and handling teams in competition, in organizing and extracting from their club potentialities, the maximum of results. Surely, here we have a laboratory that will produce the very desirable qualities of leadership which we must instill into our men, who in the future will organize and direct in many fields of endeavor to make their lasting contribution as worth while citizens of a great democracy.

The governing body for this established organization is the Intramural Board, made up of the director of athletics as chairman and ten elected members, one from each athletic club. It is the duty of this board to prepare the program for the year, formulate and adopt rules and standards of eligibility and competition, pass judgment on disputed cases, and, in general, to sit as the supreme court for all problems relating to intramural sports.

During the school year of 1936-37, the following sports were offered as a part of our intramural program:

Sports	Number Participating	
	1936-37	1937-38
Soccer .....	128	137
Cross-country .....	6	13
Golf .....	47	68
Tennis .....	64	58
Basketball .....	224	287
Volleyball .....	204	197
Wrestling .....	24	18

Boxing .....	27	38
Swimming .....	53	61
Cross-country skiing....	16	14
Ski jumping .....	7	11
Diamond ball .....	166	137
Track .....	64	79
Aerial darts .....		75
Badminton .....		41
Rope climbing .....		28
Rope jumping .....		24
Gymnastics .....		10
Table tennis .....		196

The enthusiastic response of the student body to our newly devised program is evidenced by the percentage of participation in the two first years of its existence. In 1936-37, 81.2 per cent of our student body engaged in intramural sports, an increase of over 30 per cent of any previous program that we had attempted. The percentage for 1937-38 reached a new high of 84.4 per cent participation, in spite of the fact that unfavorable weather conditions greatly handicapped our entire spring program.

The point system under which this program operated is devised primarily to encourage maximum participation, with as little emphasis as possible on the winning of championships. Both a club and an individual point system are used to determine the outstanding club of the year, as well as the leading individual point winners.

## Club Point System

- 100 points—for club participation in any sport in which a team is entered, that fulfills minimum requirements set.
- 5 points—for each individual participating and for each sport in which he takes part.
- 50 points—for the club winning the championship of any sport offered.
- 40 points—for the team finishing second.
- 30 points—for third place.
- 20 points—for fourth place.
- 10 points—for fifth place.

## Minimum Requirements

To be eligible for the participation total of 100 points, a club must enter at least five men in cross-country running, cross-country skiing, wrestling, boxing, rope





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climbing, rope jumping, swimming and gymnastics. Six men must be entered in track, tennis, golf, table tennis and horse-shoes. At least two men must be entered from each club in ski jumping. Teams not meeting these minimum requirements receive only the percentage of points to which their total entitles them, for example, three men entering swimming for Club No. 6 would receive only 50 points instead of the 100 points that six entries would entitle them to.

#### Individual Point System

- 15 points—for participation in each intramural sport.
- 20 points—for participation in an intercollegiate minor sport.
- 25 points—for participation in an intercollegiate major sport.
- 5 points—for every contest or different event in which an individual takes part.

Major and minor sports' lettermen are permitted to take part in any intramural sport, except during the season and in the sport in which they are representing the college in an intercollegiate way.

Club points are posted on an intramural chart listing all sports on the program. The names of individual point leaders are published in the college paper at regular intervals. The club acquiring the greatest total of points for the school year is tendered a banquet, the cost of which is partially defrayed by an intramural registration fee of five cents, required of all men the day on which they signify club affiliation. From ten to fifteen intramural sweaters are awarded at the banquet to the highest ranking point winners, regardless of club affiliation or standing.

A record of 287 men participating in basketball may be attributed largely to the nature and character of a new type of schedule, tried for the first time during the past season. Two games instead of one, were scheduled each time that two clubs were booked to meet. There was no first or second team or A or B team. Men used in the first game were not permitted to play in the second. The manager used his own judgment as to the men he wished to use in each game. Both games counted equally in the standings

and every man felt that his contribution was equally important whether he served his club in the first or second contest. The experiment proved so successful that the plan will be incorporated into the schedule of other sports and it is hoped that through its use we may encourage a greater number to take part in other activities and ultimately reach the goal of every intramural sports' program—100 per cent participation.

I believe that one of the strongest assets of this program is its thoroughly democratic make-up. There is practically no likelihood of clanishness. Students who seldom come in contact with each other in any other phase of college life, meet often in this program as team mates under the same club banner. Broader contacts and finer relationships result and serve in some measure to break down the numerous barriers that rob many of a richer and more complete college life.

Any program to be successful must be one in which the participants themselves believe. Our students have evidenced an attitude of confidence toward our new intramural venture.

## Six-Man Football

By A. W. Larson

Sykeston, North Dakota, High School

**A** NEW spot has been found in the football sun. It is throwing football light to thousands of boys who never had hopes of playing football. The spot is now brighter than ever. Next fall it will become still brighter and of greater magnitude. Six-man football is here to stay.

The history of the game is interesting; it is perhaps a child of the depression. Expenses had to be kept down; cutting down the number of players cut down expenses. Perhaps, it came with the sudden demand for things on a small scale like miniature golf, table tennis and parlor baseball.

Stephen Epler, who was coaching at Chester, Nebraska, High School, made a study of the schools in that state in 1933 to determine why so many boys in the various high schools were deprived of an opportunity to play football. Don Gates of Fargo, North Dakota, at that time was conducting experiments with the game as an intramural sport. I was trying out a game of football that less than eleven boys could play.

North Dakota today is the leading state in the adoption of six-man football as far as the number of schools playing it is concerned. However, many states had teams last fall.

There are many advantages that may be given for the game. I want to stress one important point. It is a great game for

the spectators. They see more of the plays than they ever saw before in the regular game. Six-man football becomes necessarily more of a passing game, a wide open game, where skill in throwing, catching and kicking come into their own and where weight of the man is not so important. Every man may be a ball-carrier, every man a pass-receiver.

A team that uses line-plunging plays can make the game appear almost the same as the regular game. If either team develops a passing attack, the other is forced to adopt defensive tactics to a more open game. The six-man offense is tricky and colorful, the defense must be resourceful and alert.

A tournament of four teams all playing on one afternoon is another interesting feature of this game. A six-man football tournament to decide a district or conference championship furnishes many thrills and is colorful. It may be conducted successfully without any hardship on the players. Three plans for conducting six-man football tournaments were outlined by me in the November, 1937, issue of this publication.

As to the equipment: One of the arguments for the six-man game is that school's unable for financial reasons to equip the eleven-man teams can equip six-man teams. This does not mean that protective equipment should be dispensed with.

Whether the game be six-man or eleven-man football, safety of the players must be kept in mind. I sent out a questionnaire to coaches of North Dakota and three-fourths of the coaches replied that the regular football shoe should be considered as a prevention against injuries.

The rules have undergone some changes since they were first written up by Mr. Epler in 1935. There will be many suggestions from time to time as there always are in the development of a new game. Personally, I want to see the game kept as similar to the regular game as possible. I should like to see (1) the game established as a six-man game (only six, no variations). (2) That every player shall be eligible to receive a pass. (3) That a pass may be made any place behind the line of scrimmage and (4) that there be ten-minute quarters.

All other rules, I hope, may be kept the same as those of regular football.

One of the greatest values of the game is that it serves as a "feeder" game for the future college teams and develops future college stars. I am not thinking of it now from the college angle but from the boy's standpoint. We know that most boys, whether they be stars in six-man or eleven-man football in high school, hope some day to star on a college team. If we change the game too much, this value will be lost.

## Athletic Coaching a Broad Field

(Continued from page 27)

more than physical activities and *do something about it*. Such procedure will counteract some of the criticism of our profession and make our contribution in the recreation movement significant in the enrichment of individual living in a better society.

## The Coach Widens His Campus Influence

By James Pederson

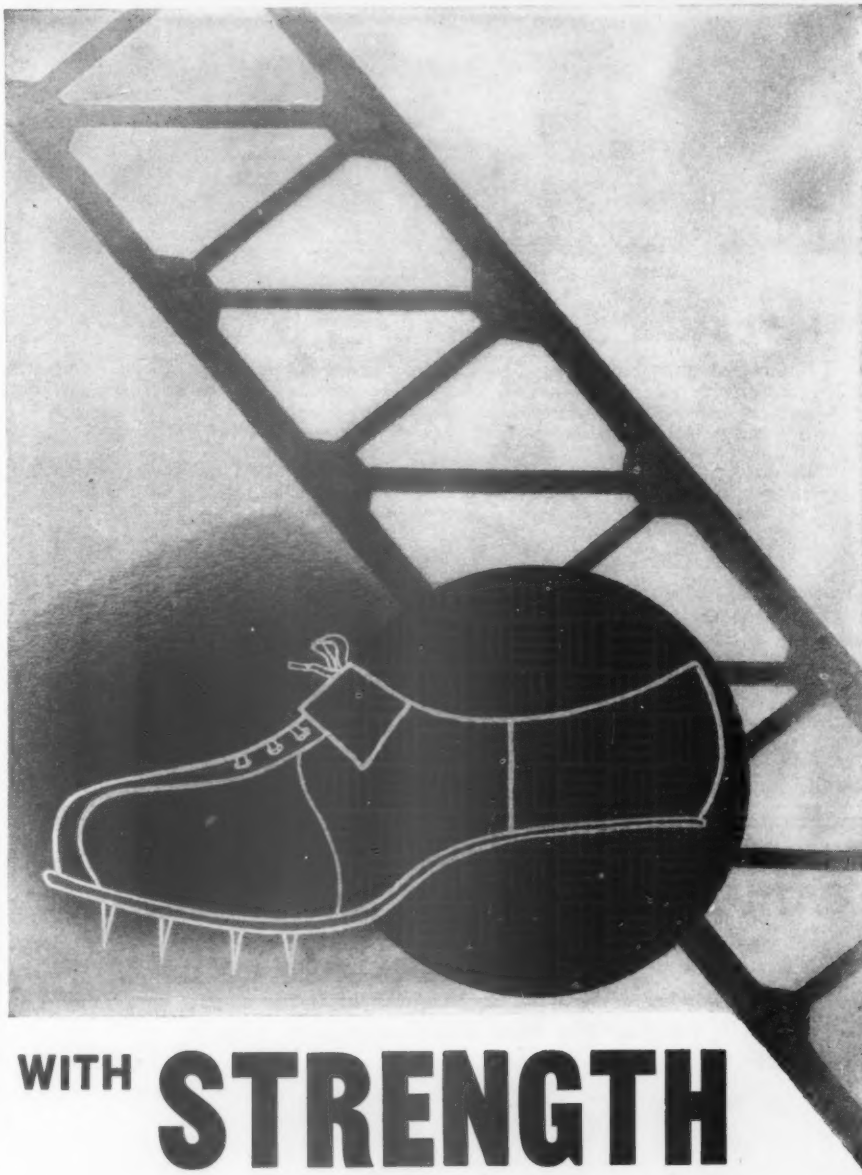
Director of Physical Education and Recreation  
Augsburg College, Minneapolis, Minnesota

IN the average liberal arts college the Physical Education Department has a limited personnel. The intercollegiate phase has received the major attention. This would indicate that the first demand would be for a coach who could produce winning teams. The coach in some institutions is more concerned with developing winners than he is with satisfying the needs of the average student. College administrators are often to blame for the status quo. Because of this situation, the coach does not have the privilege of contact with the entire student body, which in turn, is deprived of the experience in games. This condition should not exist.

At the present time, when the need for recreation is becoming more apparent, the musician, the teacher of arts and crafts and the instructor in drama are changing their philosophies and expanding their campus activities so that they are reaching more students. They are making their contribution to recreation because they have liberalized their material for mass presentation. Such a procedure is possible for the coach. Physical activities make up a large part of any recreational program. Therefore, is it not logical that the coach who is skilled in games should assume more responsibility in presenting a diversified program of games to the student body? He has had the actual thrill and satisfaction of game experience. His training has been in the field of physical education which qualifies him to lead such activities better than other faculty members. If this assumption is correct, it is the duty of the coach to pass on to the student body the knowledge and benefits that he previously has been privileged to offer to only a limited few. By broadening his repertoire of games, he may offer activities that require less training and are suitable for most students. Fundamentally, he should coach and teach such games in respect to rules, techniques, sportsmanship, and team play.

for JUNE, 1938

# LIGHTWEIGHT



## WITH STRENGTH

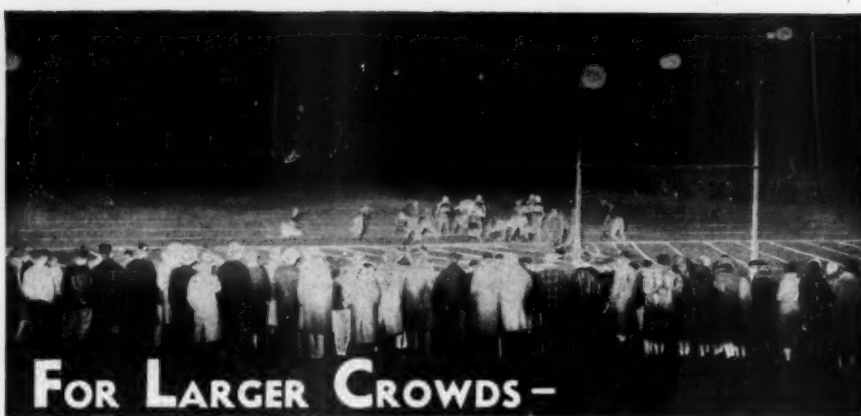
The girders that carry America's modern buildings skyward are interlaced. The fine linen lines that the deep sea sportsman uses to hold eight hundred pounds of frenzied marlin are interlaced. Wherever practical strength and lightness are wanted together, advantage is taken of the well-known characteristic of super-strength that is supplied by weaving . . . braiding . . . interlacing, or call it what you will.

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*\*Published in the December, 1937, issue of the Athletic Journal*

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As coaches are often criticized for a narrow point of view and limited campus activity, this recreational approach presents an opportunity. In spite of the fact that their work is predominately the coaching of athletics, they may have interests and experience which will allow them to make contributions in other fields such as drama, music, arts and crafts.

Because of a coach's position he may exert a strong influence in campus activities. This condition obviously explains why he can be the leader in organizing a broad recreational program. It would be folly to expect him personally to handle all activities, but the planning and supervision of this program may rest on his shoulders. He is in a position to co-ordinate all other campus agencies which can contribute to a diversified program. His experience of working under pressure should be an asset in organizing and supervising to a successful completion a student-wide program of recreational functions.

There are a number of activities which we have found to be successful at Augsburg College which may be adaptable to other schools. These have been conducted on a co-recreational basis but need not necessarily be so administered. The student intramural director did much of the actual preparation and administration, under the supervision and guidance of the coach. Much of the promotional work was done during dinner hour at the college dining hall where a group of approximately one hundred students ate daily. This policy was adopted because the time following the evening meal was most convenient for participation in a number of events, several of which will be described in the following paragraphs.

Play Hour is run twice a week on the green which is located between the college buildings. Throwing darts, croquet, horseshoes, shuffleboard, volleyball, aerial darts, mass badminton, checkers, and games on a low organized level are included in the program. Quiet games are stressed for the first part of the period; gradually the more active games are added. Thus the coach can find a fertile field in which to do constructive recreational work.

Group singing is enjoyed once a week during dinner. The music department furnishes the piano player and leader. The intramural department is instrumental in conducting this activity.

Scholars' Night Out is sponsored at the close of the winter semester. On the afternoon following the last examinations, all students who pay a nominal fee are taken by buses to snow-covered hills where skiing and tobogganing are offered. An impromptu program follows the warm evening meal, and the remainder of the evening is spent tobogganing on the Park Board's slide in the city. Scholars' Night Out presents a splendid opportunity for

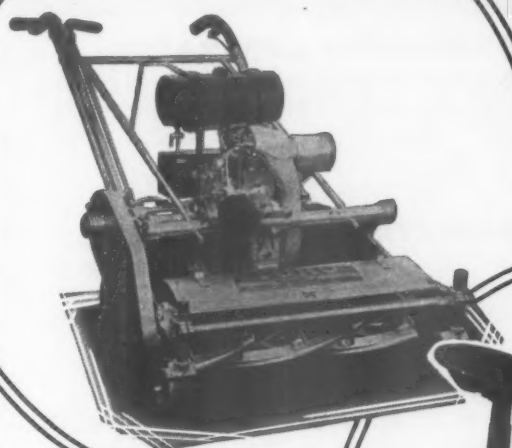
developing an attitude of safety consciousness in winter activities.

Skip Day is always a pleasurable out-of-door experience. On a day in May when the weather is favorable, classes are dismissed after chapel and the entire student body is encouraged to join in the hike to Minnehaha Falls, a distance of five miles, where courts for horseshoes, badminton, volleyball, and diamondball are laid out and facilities for other games are provided. After reaching their destination, students choose the activity which they most enjoy. Teams are arranged to challenge the winners of the ensuing games. This keeps the activity going at a lively pace. This also allows students to change types of games many times during the afternoon. Physical education students are placed in charge of the various games to stimulate activity, explain rules, and offer suggestions for efficient functioning of the activities. The coach has ample time to wander around to encourage different leaders and to help them with their groups. He may occasionally enter a game. In so doing, he demonstrates his ability to play as well as to work with people.

Throughout the fall and spring there are many times when the pleasure of hiking may be combined with educational and social experiences. By arrangement with the science department, faculty members who are acquainted with trees, flowers, and geology, co-operate in nature study during the hikes. Oftentimes historic sites are visited and the history relating to them is discussed. Most of the songs which were learned during the dining hall sings are appropriately used during these hikes.

Sports' Night offers a real opportunity for the athletic coach. On this occasion, the coach and all boys and girls definitely connected with organized sports co-operate in presenting the program. Films of sporting events open the evening's activity. A skit which is written by a basketball player is produced by the coach and the team. Music by a quartette, chorus, and German band, offers variety to the program. The coach enters into the spirit of the evening and exerts his influence toward making the event very successful. Sports' Night was a new activity for the Augsburg basketball coach but he accepted his part and the whole basketball team was willing to do their utmost. This made a working nucleus which was augmented by thirty members of various teams. The active presence of the coach adds much to such functions.

There has arisen through recreation a wider scope for the coach to envisage new challenges. It offers opportunities for him to become an active influence on the student body. Through the various events he can coach on a larger and more enjoyable level. The recreation program offers



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- Cornell's Football Coaching School  
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- Indiana Basketball School  
August 15—19
- Kansas State High School Coaching School  
August 22—27
- Minnesota University Coaching School  
June 13—18
- Morningside College Coaching School  
August 15—20
- North Carolina University Coaching School  
August 15—27
- Northwestern University Coaching School  
August 15—27
- Texas High School Football Association Coaching School  
August 1—6
- Utah State College Coaching School  
June 13—17
- West Virginia University Coaching School  
August 8—13

him an opportunity to pass on to a large group the benefits that he has found in games and related activities. The values of competitive sports can be made practical and available for all who participate. The coach may by example emphasize sportsmanship, co-operation, persistence, sociability, and enthusiastic endeavor. This program will require more work which can be minimized by good organization. New methods of presentation are needed which may help his highly organized coaching. Thus a coach, a little weary of intercollegiate competition, may widen his interests and find a new source of satisfaction by benefiting more students through a diversified program. Many will neglect this opportunity but some will rise to the occasion of broadening their campus influence. To those who have felt the deep satisfaction that accompanies enthusiastic mass student participation in games, recreation offers a new insight into physical activity. Thus a coach may make a significant contribution to recreation on a college campus.

## Archery in School Physical Education and Community Recreation Programs

By Lloyd Ostrander

Director of Physical Education

Glencoe Public Schools

THE purpose of this article is to offer a few suggestions to athletic coaches and other teachers of physical education for the development of interest in archery. The activity is popular in the town of Glencoe, a community of two thousand residents. Glencoe is one of the two towns which have been selected for study of physical education and related activities by the University of Minnesota. The study is being financed by intercollegiate athletic funds.

Archery satisfies the hunting and roving instincts for boys and meets the search for artistic beauty with girls. The wealth of historical background lends color and fascination to the sport. Robin Hood, William Tell, and countless tales of the old English long bow hold their place of enchantment for adults. Younger archers, playing Indian, love to stalk imaginary game and to attack the enemy in deep woods, with bows and arrows.

Modern archery is rapidly gaining ground, since overcrowded game refuges, are open in many sections, to hunting with the bow and arrow. Archery, golf and target shooting tournaments have stimulated the demand for archery knowledge and equipment. The sport may be adapted to the activity needs of school pupils and adults. It challenges the in-



terest of all people from the convalescent to the robust. The activity may be very strenuous when strong bows are used and long roving trips are made. Competition may be individual, dual, or team.

The archer's interests become more varied with experience in a handcraft project. The proper construction of equipment is an art that requires much experience, yet small boys can be surprisingly accurate with self-made, green, willow sapling bows. Successful experience with hand-made tackle tends to maintain permanent interest in archery and to give thrills comparable to those which result from the use of costly equipment. It is, therefore, advisable to start the handcraft project as soon as a club can be organized. An archery club may be developed in the following manner:

1. Introduce archery in school physical education classes.
2. Give public exhibitions in shooting by outstanding talent.
3. Display some attractive equipment.
4. Write newspaper articles on values of archery to arouse public interest.
5. Ask pupils, who are interested in the opportunity to join an archery club, to attend a meeting called for the organization of the club.

The archery handcraft project should be started before much shooting is done on the range as pride of possession is an excellent teaching aid. The project should be correlated with the school industrial arts department.

A few suggestions for teaching archery are given below:

1. Buy a good bow and some arrows from a reliable concern. The finished product on hand is an incentive to good construction work.
2. Select a safe embankment, preferably sodded for your target. Give safety regulations and enforce them with strict personal supervision.
3. Observe care in handling equipment.
  - a. Keep bows and arrows dry.
  - b. Build a rack with wooden peg supports upon which all bows are placed unstrung when not in use.
  - c. Use arrows of proper length and always draw them to their head.
  - d. Never draw a bow without an arrow on the string for a guide.
  - e. Remember bows are as dangerous as rifles.

All of the suggestions in this article have been given practical application in the successful promotion of archery in Glencoe. Fifty-three students and thirty-two adults have completed the handcraft project of a bow and six arrows. Many are working on finger tabs, arm guards, quivers and other shooting accessories. The true value of archery is appreciated when one sees archers at work in the industrial arts shop and on the archery range.

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Northwestern University's Summer Coaching School offers you an unequalled opportunity this year to watch the College All-Stars, a team of last year's All-Americans, train for their game with the Washington Redskins. Daily during the two weeks of the school the All-Stars will practice at Dyche Stadium. These drills will serve as demonstrations for the coaching school. Coaches in charge of the team will lecture at the school and outline their strategy for the game.

### Courses In All Sports

Four outstanding football coaches—Lynn Waldorf and Burt Ingwersen, Northwestern; Bo McMillin, Indiana, and Fred Thomsen, Arkansas, head up Northwestern's 12th annual Summer Coaching School. Dutch Lonborg of Northwestern will offer basketball. Courses in swimming, track, golf, tennis, administration and intramurals will also be given by members of the Northwestern coaching staff.

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Northwestern's All-Star Coaching Staff has been augmented by the addition of William Graf, coach of the Watertown, N. Y. high school team, who will lecture on football from the high school viewpoint. Coach Graf has made an enviable 10-year record at Watertown, winning 71, losing 23 and tying 6 games. His teams have been four times champions of the Central New York Football League.

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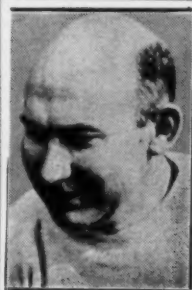
**K. L. WILSON, Athletic Director**  
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## West Virginia University 1938 Coaching School

Aug. 8-13



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Name

## Review of the Year in Interscholastic Athletics

(Continued from page 36)

and defense. The majority of small schools used a fast-break type of basketball and zone defense. The larger schools used a combination man-for-man and zone. Some teams used a fast-break and some used a slow, deliberate game.

The new center jump rule made a very favorable impression at the tournament. Most teams had a tall center, but seemed to have adopted a style of play that suits five men. The opinion is that most coaches favor the present rules.

Reports from several coaches have been received too late to be included in this review. Some time is required in order that the drawings might be reproduced. Otherwise, the reports would have been included. Editor's Note.

## Review of the Year in Intercollegiate Athletics

(Continued from page 12)

strongest of the small college teams. This latter team averaged over a point per minute for the season.

As a whole, the officials had one of their best years. This, I believe, was due in part to the fact that officials more and more are taking their jobs seriously, particularly the better officials who are making a real effort to keep the game on a high standard.

Then too, the co-operation between players, coaches and officials has improved steadily over the last several years so that today the relationship between these three groups is very pleasant.

The basketball season of 1937-38 in the mid-West was characterized by continued increase of interest in the game in clubs, schools and colleges, both as to player participation and spectator attendance. The latter was exemplified by the record single-game crowd of 13,003 in attendance at Wisconsin University and of several equally large attendances at the University of Minnesota.

Reports from mid-Western areas were almost unanimous as to the increased spectator interest because of the use of the quick-break offense following a basket, and there were but few criticisms of the new phase of play. As to player interest, the growth and development of the game are apparent in its spread, beyond intercollegiate and interscholastic competition, as a physical training activity and intermediate school game.

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the game has been mainly dependent on natural player interest in the game itself, an added stimulus was afforded last season by the rules. These now eliminate the center jump, stalling in the back court and the pivot play in the free-throw lane. They have accentuated the use of the quick break and the long pass. The result has been a speedy and varied game greatly enjoyed and much improved.

A criticism that the rules induced a type of play too fast and therefore injurious to the health of the players, gradually faded out as the season progressed and means were adopted to secure change of pace in play. There is really no more necessity for "race horse" play now than before the elimination of the center jump, if teams are taught alternate styles of offense.

Of interest, in further consideration of the rules, was their effect on scoring. This was augmented somewhat by the quick change to counter attack on receipt of the ball out-of-bounds, and still more so by the added amount of playing time the elimination of the center jump produced; however, in the writer's opinion, much of the rather moderate scoring gain was due to the steadily improving accuracy in shooting. Western Conference records, in this connection, show that in the sixty games of the 1937 season, 4,031 points were scored, as against 4,308 points in 1938. This leaves about five points per game improvement in scoring due to the factors above enumerated. Co-incident with this, the all time individual high scoring record of the conference and the individual scoring record for a single game were broken, while the old individual single game record was equalled three times.

It was first thought that the new rules would increase the difficulty of officiating. However, a majority of those interviewed from the officials' viewpoint, favored the rules and especially appreciated the relief from the center toss-up and its attendant dangers.

The crowds improved little or not at all in conduct in the acceptance of decisions. A problem exists here that has need for intensive promotion of sportsmanship if the game is not to take on, increasingly, many of the most disagreeable aspects of professional baseball.

The one-hand hook, the push and back-hand shots continued their spectacular prominence in the mid-West. There is, of course, a limit in their use and many times two hands might be used to better advantage. Nevertheless, the skill and accuracy shown with the spectacular one-hand shot has added much to the player and spectator pleasure in the game.

Another trend is toward ambidexterity or the use of either hand as occasion required. The old day of one or two shots and three defensive men on a team is definitely past.

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Fundamentals, Technique and Strategy

by

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Chicago Park District,

Bessemer Park, Chicago

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Our special representatives during the summer carry notarized identification cards. If you do not personally know the representative calling on you, ask to see this card or write us for information.

The special representatives at the various coaching schools will be announced by the Director or a member of the Staff.

**Athletic Journal  
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Basketball struck a new high in the Big Six Conference for the year 1938. The attendance was the best since the depression year. All the Big Six schools played to capacity audiences, and the race for the championship this year heightened the interest and attendance.

I do not believe that the basketball rules had any effect on the increased attendance. There was some discussion as to the effect of the rules in the early part of the season, but a review of the scores of previous years will show that for the proportionate time played in a contest, the scores were not any higher.

The new rules add from five to seven minutes on the actual playing time of the game, so taking that into consideration the scores were not any higher. The total elapsed playing time was greater, due to the fact that after a goal the ball was tossed back into the court, whereas, formerly, the referee brought it from the basket to the center line for a toss-up. This act consumed from seven to ten seconds after each field goal. So actually the teams played more minutes but did not score any more points in the proportionate playing time than they had done heretofore.

The condition of basketball the past year in the sixth district rather coincides with that in most of the country. This means increased attendance, more enthusiasm and better satisfied crowds. The reports that have been received show that the crowds, coaches, officials and sports' writers are enthusiastic over last year's rule changes.

During the past year, a new conference has been formed in the seventh district known at the present time as the Big 7, which includes from the Western section Utah University, Utah Aggies and Brigham Young University and from the Eastern, Colorado University, Denver University and Wyoming University. Two distinct types of basketball were played. The teams on the Eastern side played a set formation with screen plays as the basis of their offense while the teams on the Western side played a pressing game all over the floor—this of course being a fast, long passing attack. There were interesting and outstanding games last season and the race was very close between Colorado University, Utah University and Wyoming University.

The attendance at conference games was increased a great deal, due mostly to the fact that this was the first year of the new conference and many schools saw teams play that they had not seen before.

### Wrestling

THE Eleventh Annual National Collegiate Wrestling Meet was held at Pennsylvania State College on March 25th and 26th. From every standpoint the meet was most successful. The general

setting of the meet, and the local arrangements for handling it and for the pleasure and convenience of the visitors could not have been improved upon.

The general standard of wrestling throughout the meet was decidedly superior to that of last year. A total of eighty-six contestants participated, representing twenty-nine different colleges or universities. In comparison with previous meets, the number of individual participants has been exceeded only once and equalled once.

#### Boxing

**T**HE Fourth N.C.A.A. Boxing Tournament was held at the University of Virginia, Charlottesville, on March 31st, April 1st and 2nd, 1938, with fifty-four contestants from twenty-one colleges and universities located in fifteen different states.

The tournament was well attended and the financial outcome was satisfactory and up to the expectations of the tournament manager.

#### Tennis

**S**OME fifty years ago, the United States Lawn Tennis Association was organized to promote and develop tennis. It started the National Intercollegiate Tennis Tournament before the colleges were well organized athletically and has done an excellent piece of work. Now that the National Collegiate Athletic Association has grown in power and influence, the tennis association has suggested that the college association assume the responsibility of conducting the meets in the future.

This year for the first time, the National Collegiate Athletic Association will conduct the eight district tournaments, at which the players will be selected to compete in the national tournament to be held at the Marion Cricket Club. The dates and places of the various district tournaments are as follows:

1st District—Yale University—June 23rd.

2nd District—Princeton University—June 27th.

3rd District—(Not yet decided).

4th District—University of Chicago—June 27th.

5th District—(Not yet decided).

6th District—Cedar Springs Tennis Club, Dallas—June 13th.

7th District—Salt Lake City—May 26, 27, 28.

8th District—Ojai Valley Tennis Club—April 28, 29, 30.

#### Gymnastics

**T**HE first National Collegiate Athletic Association Gymnastic Meet was held at the University of Chicago, April 16th. The following colleges and universities won places in the seven events.

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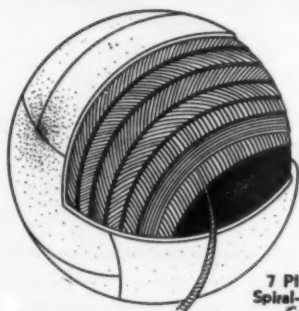
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## Report of First National Gymnastic Meet

	Hor. Bars	Side Horse	Flying Rings	Long Horse	Tumbling	Par. Bars	Rope Climb.	TOTAL
Chicago .....		5	1	6	1	5	4	22
Gustavus Adolphus .....			3					3
Illinois .....		1	5	2	10			18
Minnesota .....	4	3	2					9
Temple .....	2	2				4		8
U. C. L. A. ....				3				3
U. S. Mil. A. ....	5					2	5	12
Washington U. ....							2	2

## Track and Field

A REVIEW of this sport has to be limited to a few major events, the National Collegiate Track and Field Meet and five major relay meets. The meet of 1937 has been thoroughly covered in the February, March, April and May, 1938, issues of this publication, the records and winners of the first five places appearing in the May issue.

A tabulation of records made in the 1938 relays has been prepared again this year by J. Flint Hanner, Track Coach at Fresno State College and manager of the West Coast Relays.

in 1934.

Fred Wolcott, the sensational Rice sophomore, blazed over the 120-yard high hurdles in 14.2 to clip three-tenths of a second from the record set in 1935 by Sam Allen.

Wolcott's Rice team mates set a new record of 3:27 in the medley relay bettering the mark established by Northwestern in 1936.

A sensational quartet of sprinters from Riverside, California, Junior College ran away with the college half-mile relay, breaking the old record of 1:27 by three-tenths of a second.

Connors Agricultural College of War-

EVENTS	APPROVED WORLD RECORD	1938 TEXAS RELAYS	1938 KANSAS RELAYS	1938 DRAKE RELAYS	1938 PENN RELAYS	1938 WEST COAST RELAYS
Medley relay .....	10:00.4	10:14.4	10:18.7	10:06.1	**9:59.4	10:07.5
440 yard relay .....	40.7	42.3	41.4	41.3	41.7	40.5
880 yard relay .....	1:25	1:27.5	1:26.7	1:27.1	1:26.6	1:25.6
Mile relay .....	3:11.6	3:31.3	3:20.8	3:15.4	3:17.8	3:16.6
*Two mile relay .....	7:41.4	7:59	7:50	7:43.5	7:48.1	7:41.9
100 yard dash .....	9.4	9.6	9.6	9.6	9.8	9.5
120 yard high hurdles .....	13.7	13.9	14.2	14.2	14.8	14.2
Broad jump .....	26' 8 1/4"	24' 7 3/4"	24' 8 3/4"	24' 9"	24' 11 1/4"	24' 9 3/4"
Pole vault .....	14' 11"	13' 10 1/4"	13' 11 3/4"	13' 8"	13' 7 1/2"	13' 6"
Shot put .....	57' 1"	48' 5 1/4"	45' 4"	50' 5 1/4"	51' 6 1/4"	50' 10 1/4"
Discus .....	174' 2 1/4"	143' 2"	147' 5"	148' 5.2"	157' 1 1/2"	156' 4 1/2"
Javelin .....	251' 6"	218' 5"	212' 5"	217' 4.7"	223' 10 1/2"	219' 11"
High jump .....	6' 9 3/4"	6' 2"	6' 7 1/2"	6' 3 3/4"	6' 5 1/2"	6' 6 3/4"

\* The University of Indiana ran the two mile relay in 7 min. 38.2 secs. this year. The record is up for approval.

\*\* Up for approval as an intercollegiate record.

Although the weather man frowned April 23 and rain fell on the Kansas Relays for the first time in the last six years, the Sixteenth Annual Kansas Relays went into the books as a highly successful track and field carnival. Despite the weather, eight records were broken and the close competition which prevailed all afternoon kept the crowd of 12,000 enthusiastic.

Beefus Bryan, University of Texas sophomore, shattered the eight-year old record in the pole vault by two inches when he vaulted 13 feet 11 3/4 inches. Gil Cruter, Colorado Negro, added more than an inch to the record in the high jump with a leap of 6 feet 7 1/2 inches.

North Texas Teachers College, paced by Wayne and Blaine Rideout, set a new mark in the mile team race. Blaine nosed out Wayne in a photo-finish with a record time of 4:16.3. Tommy Deckard of Indiana had set the record at 4:23.2 last year.

Oklahoma A. & M.'s crack shuttle hurdle relay team set a new record in their event with a time of 1:01.6. The old mark of 1:01.7 was established by Kansas State

ner, Oklahoma, blasted the junior college sprint medley relay record of 3:27.8 with a time of 3:22.3 for the final record.

Beautiful weather on April 29th and 30th prevailed at the Twenty-ninth Annual Drake Relays at Des Moines. Coaches and athletes in attendance were unanimous in acclaiming the 1938 meet as the last word in the presentation of interesting relay races and special events. There were in excess of 26,000 persons in attendance for the two days' competition.

Wide geographical distribution of university and college representatives played no small part in promoting interest in the meet, and considerable pride was taken by the management in providing a common ground for competitors from points as distantly separated as Washington, California and North Carolina, Alabama, Texas, Louisiana and Minnesota. Although the majority of the competitors were from the Middle West, they welcomed their opponents from the Eastern and Western seaboard and the gulf states.

Spectators were particularly thrilled

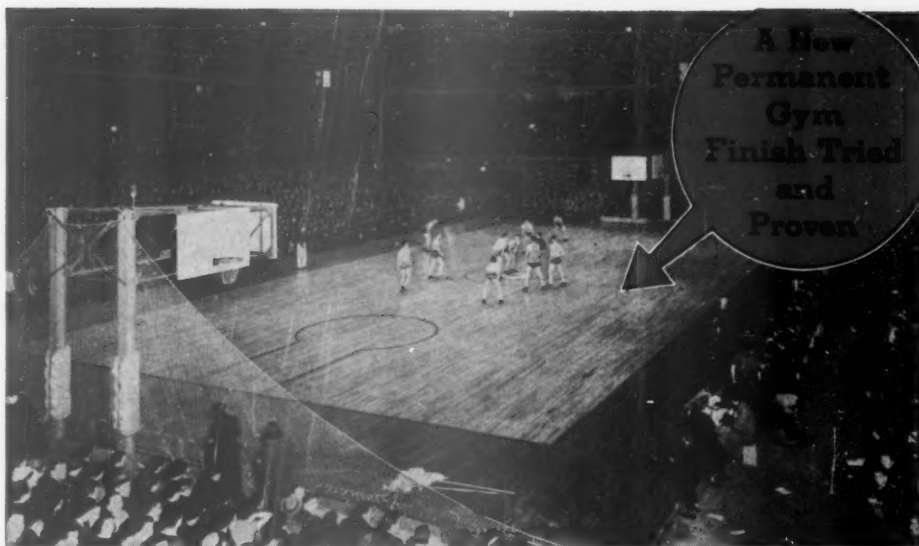


with the outstanding competition offered in the following events: The University one-mile in which Iowa successfully met the challenge of Oklahoma A. & M. and set a new Drake Relay record of 3:15.4; the University two-mile in which Notre Dame took the lead in the last few yards from Iowa and won in 7:43.5; the shuttle hurdle relay in which a new Drake Relay record of 1:00.1 was set by Emporia Teachers College in winning from Michigan State, their closest challenger; and the University 440-yard relay where Emmet Brunson's Rice quartet won by inches from their perennial and bitter but respected rivals, Clyde Littlefield's University of Texas team, who had set a new mark of :41.5 in the preliminaries. This time was equalled by Rice in the final. Other attractive races were provided by Pittsburg Teachers (first) and North Central College (second) in the college one-mile relay. A strong junior college team from Compton, California, was expected to offer considerable competition in this event, but withdrew from the race when their anchor runner developed a leg cramp in an earlier event. The Rice sprint medley team turned in the exceptional time of 3:25.3 which was thought to be a new world record, but it was later learned that the University of Pittsburgh, competing in the East an hour or so previously, had run the event eight-tenths of a second faster.

Outstanding efforts by individuals were made by: Munski of the University of Missouri who brought in his four-mile relay team in 17:34.7; Fenske of Wisconsin in the special 1,000 in which he ran 2:10.7, one second over the world record; Wolcott of Rice, winner of the high hurdle; Ellerbe of Tuskegee, winner of the 100; Cagle, anchoring the college one-mile relay for Oklahoma Baptist; Graham of Texas in winning the javelin; Greer of Michigan State in anchoring his one-half mile relay team; and Patterson of Rice in winning the 440-yard hurdle.

The West Coast Relays were run under rather ideal conditions. The temperature during the day time was 97 degrees and in the evening about 86 degrees. The wind was fairly westerly with a velocity a little less than three miles per hour, although at times it reached almost five miles.

The straightaway ran north to south so that the wind was a minimum factor. The competition was very keen in all the events with the exception of the medley and the two-mile relays. The pole vault was rather a disappointment as all the men who tied for first place have made fourteen feet or better this spring. The lights seemed to bother them and they were not able to get their usual perfection of timing. The junior college class afforded excellent competition, and all the races were very close. The Riverside one-half mile relay team would offer stirring competition in any meet.



The Wisconsin-Purdue game at Madison, 1938.

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## INDEX TO ADVERTISERS

	Page
Absorbine Jr. ....	36
Arcus Ticket Co., The.....	47
Butler University Coaching School	50
Catalina Island Coaching School..	42
Denver Chemical Mfg. Co. ....	48
Floorcraft Laboratories .....	51
Fort Wayne Coaching School.....	46
General Electric .....	42
Ivory System .....	Back Cover
Josten's .....	44
Kangaroo Leather Association....	41
Larson, A. W. ....	49
Medart Mfg. Co., Fred.....	44
Midland Chemical Laboratories, Inc. ....	Inside Front Cover
Northwestern University Coaching School .....	45
O'Shea Knitting Mills.....	49
Porter Corp., J. E. ....	47
Reach, Wright & Ditson, A. J. ....	9
Riddell, John T., Inc. ....	37
Seamless Rubber Co., Inc., The..	46
Sherman Hotel ...	Inside Back Cover
Spalding & Bros., A. G. ....	10
Toro Mfg. Co. ....	43
Voit Rubber Corp., W. J. ....	50
West Virginia University Coaching School .....	46
Wilson Sporting Goods Co. ....	39
Witchell-Sheill Co. ....	28-29

# INDEX FOR VOLUME EIGHTEEN

## A

Alexander, W. A., Ultra-Violet Rays in the Training Room .....	18- 1-32
Amateur and the Professional, The .....	18- 8-12
W. Branch Rickey	
Archery in School Physical Education and Community Program .....	18-10-44
Lloyd Ostrander	
Association, The Seventeenth Annual Meeting of the American Football Coaches' .....	18- 6-34
Athletic Coach in the Community Recreation Program, The .....	18-10-27
Carl Nordly	
Athletic Coaches, A Philosophy for .....	18- 9-35
Dan O. Root	
Athletic Equipment, The Care of .....	18- 4-36
J. R. Mountjoy	

## B

Baker, Floyd H., Co-ordinating Offense and Defense in Basketball .....	18- 2-30
Baker, Floyd H., The Development of Reserve Basketball Teams .....	18- 3-47
Balancing the Budget .....	18- 5-32
Roy A. White	
Balancing the School Budget with a Circus .....	18- 5-18
Virgil J. Noble	
Baseball Clinic's High Points, A .....	18- 8-36
H. S. DeGroat	
Baseball Coach, Data That Will Aid the .....	18- 7-20
H. S. DeGroat	
Baseball, Pictures an Aid in Coaching Fundamentals .....	18- 8-26
Jack Sheehan	
Baseball, Pitching Fundamentals for the Schoolboy .....	18- 8- 7
J. E. Gargan	
Baseball, Pitching Fundamentals for the Schoolboy .....	18- 9-11
J. E. Gargan	
Baseball, The Play of the Infield .....	18- 9-13
Jack Sheehan	
Baseball, Running Bases .....	18- 8- 5
Daniel E. Jesse	
Baseball Tournament, The Pomona .....	18-10-26
C. Merrill Green	
Basketball, Away from the Center Jump .....	18- 4- 7
Basketball, Backboard Play .....	18- 5- 8
Mark C. Wakefield	
Basketball, Championships .....	
Alabama—W. G. O'Brien .....	18-10-13
Arizona—Frank Brickley .....	18-10-14
Colorado—Ed Flint .....	18-10-14
Florida—Mike Hauser .....	18-10-14
Georgia—Selby H. Buck, Jr., Class A .....	18-10-16
Georgia—Dana C. McLendon, Class B .....	18-10-16
Illinois—Eugene de Lacey .....	18-10-16
Indiana—Burl Friddle .....	18-10-17
Iowa—O. C. Varner .....	18-10-18
Maine—W. L. Mansfield .....	18-10-18
Minnesota—George E. Lee .....	18-10-18
Missouri—Harold Eberhart .....	18-10-19
Nevada—George A. McElroy .....	18-10-21
North Carolina—Paul G. Sykes .....	18-10-20
North Dakota—Henry L. Rice .....	18-10-20
Ohio—Clifford E. Orr .....	18-10-21
Oklahoma—Grady Skillern .....	18-10-32
Rhode Island—Robert B. Morris .....	18-10-33
Texas—Howard R. Kitchen .....	18-10-33
Utah—H. Cecil Baker .....	18-10-34

Virginia—Julius Conn .....	18-10-35
West Virginia—V. Everett Brinkman .....	18-10-35
Wisconsin—Win Brockmeyer .....	18-10-36
Basketball, Co-ordinating Offense and Defense in .....	18- 2-30
Floyd H. Baker	
Basketball, Deception in .....	18- 5-37
C. R. May	
Basketball, Defensive Play, Unorthodox .....	18- 6-11
G. L. Burns	
Basketball, Defensive, The Principles of .....	18- 2-20
W. H. Browne	
Basketball Players and Effect of Rule Changes Upon Distance Traversed in College Games, The Distance Traversed by College and High School .....	18- 9-37
Paul J. Fay	
Lloyd L. Messersmith	
Basketball, The Fast-Break Offense .....	18- 5- 9
Arthur B. Masters	
Basketball Fundamentals, A Pictorial Review of .....	18- 4-16
R. C. Hampton	
Basketball, Games, Drills and Teaching Devices for .....	18- 3-18
John A. Torney, Jr.	
Basketball Hints, Early Season .....	18- 1-26
W. H. Browne	
Basketball, Individual Defensive Play in .....	18- 3- 8
W. H. Browne	
Basketball, The Modern Adaptation of the Professional Game .....	18- 4-39
Len Sachs	
Basketball, Offense and Defense in, Co-ordinating .....	18- 2-30
Floyd H. Baker	
Basketball, The One-Hand Push Shot .....	18- 5- 7
C. S. Edmundson	
Basketball, Play in the Back Court .....	18- 6- 7
William A. Healey	
Basketball Plays of 1938, A Few Scoring .....	18- 6-10
Basketball Rules, A Graphic Study of Important .....	18- 4-14
Basketball, A Rushing Back-Court Defense .....	18- 6- 8
Clifford Wells	
Basketball, Shot Analysis .....	18- 4-32
C. R. May	
Basketball in the Small High School, Championship .....	18- 5-34
George A. McElroy	
Basketball Teams Be Rated? Should .....	18- 9-42
Robert D. Wright	
Basketball Teams, The Development of Reserve .....	18- 3-47
Floyd H. Baker	
Basketball Tournament, The First National Intercollegiate .....	18- 6-26
Basketball Without the Center Jump, What Hthey're Saying About .....	18- 6- 5
Baskin, Jr., Weems O., Training for the High Hurdles .....	18- 7- 8
Benton, Brantford B., Six-Man Football in Large and Small Schools .....	18- 1-16
Bohm, Dr. Wilbur H., How Champions Train .....	18- 5-22
Brain, Phil, Tactics in Tennis Doubles .....	18- 8-10
Browne, W. H., Early Season Basketball Hints .....	18- 1-26
Browne, W. H., Individual Defensive Play in Basketball .....	18- 3- 8
Browne, W. H., The Principles of Defensive Basketball .....	18- 2-20
Burns, G. L., Unorthodox Defensive Play .....	18- 6-11

## C

Champions Train, How .....	18- 5-22
Dr. Wilbur H. Bohm	
Christenson, Adrian, Intramural Sports Program for Colleges and High Schools .....	18-10-38
Circus, Balancing the School Budget with a .....	18- 5-18
Virgil Noble	
Coach Widens His Campus Influence, The .....	18-10-41
James Pederson	



Coaches' Confab, The.....	18- 5-38
Coaches' Confab, The.....	18- 6-46
Cole, Richard K., Importance of Speed and Timing in Amateur Wrestling .....	18- 4-10
Cole, Richard K., Pointers for Wrestlers.....	18- 3-13
Cooper, Gilbert S., Teaching Football to the Individual.....	18-10-23
Cromwell, Dean, Training for the Pole Vault .....	18- 9- 5

## D

Data That Will Aid the Baseball Coach.....	18- 7-20
<i>H. S. DeGroat</i>	
Dawson, L. P., Quarterbacking.....	18- 7-28
DeGroat, H. S., A Baseball Clinic's High Points.....	18- 8-36
DeGroat, H. S., Data That Will Aid the Baseball Coach.....	18- 7-20
Drenckpohl, V. W., Creating Interest in Track in a Small High School .....	18- 7-19

## E

### EDITORIALS

American Appreciation, An.....	18- 9-18
Annual Attack Against Football, The .....	18- 4-20
Articles of Faith.....	18- 1-18
Athletics and Democracy.....	18- 5-17
Balance Between Offense and Defense.....	18- 5-17
Brand of Football, The 1937 .....	18- 2-22
Coaches' Salaries .....	18- 8-23
Code of Ethics, A.....	18- 1-19
College and High School Co-operatives.....	18- 8-22
Co-operation .....	18- 6-18
Football Crowds .....	18- 4-20
Football Rules .....	18- 5-16
Football Rules for 1938, The.....	18- 6-18
Hard Life versus the Soft Life, The.....	18- 4-21
Holiday Spirit, The .....	18- 5-17
Is It Worth While? .....	18- 6-19
Old Story, The .....	18- 9-18
Overcoming Handicaps .....	18- 8-23
Playing Rules, The.....	18- 5-16
Professional Football .....	18- 2-23
Propaganda .....	18- 6-19
Security Kills Initiative .....	18- 2-23
Sixty-three Years of Football.....	18- 1-18
Sports Governing Bodies .....	18- 2-22
When Does Education Cease? .....	18- 2-22
Williams, S. Clyde.....	18- 8-22
Edmundson, C. S., The One-Hand Push Shot .....	18- 5- 7
Equipment, The Care of Athletic.....	18- 4-36
<i>J. R. Mountjoy</i>	

## F

Fay, Paul J., The Distance Traversed by College and High School Basketball Players and Effect of Rule Changes Upon Distance Traversed in College Games.....	18- 9-37
Football, All-Stars and the Green Bay Packers, The 1937.....	18- 2-13
<i>Paul J. Schissler</i>	
Football, Center, Play of the .....	18- 2-14
<i>Otto H. Vogel</i>	
Football Coach in the Small High School, Pointers for the .....	18- 2-32
<i>Hugh L. Harrison</i>	
Football Coaches' Association, The Seventeenth Annual Meeting of the American.....	18- 6-34
Football, Defense, Your Line and Mine—on.....	18- 1- 8
<i>John L. Taylor</i>	

Football, Developing the Passing Game.....	18- 1-20
<i>Dana C. McLendon</i>	
Football, End, Play of the High School.....	18- 2- 8
<i>L. B. Morris</i>	
Football, The Five-Man Defensive Line in.....	18- 2- 7
<i>Morley Jennings</i>	
Football Injuries, Reducing the Number and Severity of.....	18- 2-34
Football, Line Play, Some Basic Principles of.....	18- 1- 7
<i>E. E. Wieman</i>	
Football Maneuvers Under Game Conditions.....	18- 3-16
Football, Mousetrap Plays .....	18- 3-11
<i>Paul J. Schissler</i>	
Football, Notre Dame System to High School, Adapting the .....	18- 2-26
<i>Winsor R. B. Nielsen</i>	
Football Offense, Basic Plays of 1937.....	18- 3-30
Football, Place-Kicking Under Game Conditions.....	18- 2-12
Football, Play of the Center.....	18- 2-14
<i>Otto H. Vogel</i>	
Football, Play of the High School End .....	18- 2- 8
<i>L. B. Morris</i>	
Football, Protection for the Passer.....	18- 2-16
<i>Dana C. McLendon</i>	
Football, Punting, a Valuable Asset in Late-Season Games .....	18- 3- 7
<i>Frank Wilton</i>	
Football, Quarterbacking .....	18- 7-28
<i>L. P. Dawson</i>	
Football, "Razzle-Dazzle" .....	18- 1- 9
<i>Raymond B. Wolf</i>	
Football Rules, Changes in the 1937 .....	18- 2-10
<i>E. C. Krieger</i>	
Football Rules That Captains in Particular Should Know, An Explanation of Certain .....	18- 7-30
<i>Fred E. Gardner</i>	
Football, Six-Man .....	18-10-40
<i>A. W. Larson</i>	
Football, Six-Man, for College Players.....	18- 1-16
<i>Judson A. Timm</i>	
Football, Six-Man, Defense in .....	18- 2-17
<i>A. W. Larson</i>	
Football, Six-Man, Introducing .....	18- 1-16
<i>A. W. Larson</i>	
Football, Six-Man, in Large and Small Schools .....	18- 1-16
<i>Brantford B. Benton</i>	
Football, Six-Man, Tournaments.....	18- 3-12
<i>A. W. Larson</i>	
Football, Some Basic Principles of Line Play .....	18- 1- 7
<i>E. E. Wieman</i>	
Football Strategy Under Game Conditions.....	18- 1-12
Football, A Survey of High School Night .....	18- 4-43
<i>C. E. Forsythe</i>	
Football Teams, Adapting the Notre Dame System to High School .....	18- 2-26
<i>Winsor R. B. Nielsen</i>	
Football, The 1937 All-Stars and the Green Bay Packers.....	18- 2-13
<i>Paul J. Schissler</i>	
Football to the Individual, Teaching.....	18-10-23
<i>Gilbert S. Cooper</i>	
Football, Your Line and Mine—on Defense .....	18- 1- 8
<i>John L. Taylor</i>	
Forsythe, C. E., A Survey of High School Night Football.....	18- 4-43

## G

Gardner, Fred E., An Explanation of Certain Football Rules That Captains in Particular Should Know.....	18- 7-30
Gargan, J. E., Pitching Fundamentals for the Schoolboy.....	18- 8- 7
Gargan, J. E., Pitching Fundamentals for the Schoolboy.....	18- 9-11
Green, C. Merrill, The Pomona Baseball Tournament.....	18-10-26
Griffith, John L., College Representation on the Olympic Association Games Committees.....	18- 4-13

## H

Hackensmith, C. W., The Latent Power of Sugars.....	18- 7-40
Hampton, R. C., A Pictorial Review of Basketball Fundamentals .....	18- 4-16

Handbalancing .....	18- 4-28
<i>Hartley D. Price</i>	
Handbalancing, Advanced .....	18- 5-13
<i>Hartley D. Price</i>	
Handbalancing, Fundamentals of Doubles .....	18- 6-28
<i>Hartley D. Price</i>	
Handbalancing Routines .....	18- 7-16
<i>Hartley D. Price</i>	
Harrison, Hugh L., Pointers for the Football Coach in the Small High School .....	18- 2-32
Hart, Claude, A Student Management System in Intercollegiate Athletics .....	18- 9-32
Hartranft, Glenn, Training of Javelin Throwers .....	18- 7-14
Hayes, E. C., Early Conditioning for Track and Field .....	18- 6-13
Healey, William A., Play in the Back Court .....	18- 6- 7
Hill, Frank, Training for the 220-Yard Dash .....	18- 8-18
Hindman, Darwin A., A Note on Doubles Play .....	18- 8-38
Hoyt, Charles B., Training for the 100-Yard Dash .....	18- 7-13

## I

Ice Hockey, Fundamentals and Trick Plays in .....	18- 5-10
<i>Westcott E. S. Moulton</i>	
Ice Hockey, Play of the Goalkeeper in .....	18- 6-20
<i>Westcott E. S. Moulton</i>	
Ice Hockey, Pointers for 1937-38 .....	18- 4-22
<i>Westcott E. S. Moulton</i>	
Indoor Swimming Pool Design .....	18- 8-29
<i>Otto H. Matte</i>	
Intercollegiate Athletics, Review of the Year in .....	18-10-11
Intercollegiate Athletics, A Student Management System in .....	18- 9-32
<i>Claude Hart</i>	
Interscholastic Athletics, Review of the Year in .....	18-10-13
Intramural Program in a Rural High School, Arranging the .....	18- 9-40
<i>Charles A. Nash</i>	
Intramural Sports Program for Colleges and High Schools .....	18-10-38
<i>Adrian Christenson</i>	

## J

Jennings, Morley, The Five-Man Defensive Line in Football .....	18- 2- 7
Jessee, Daniel E., Running Bases .....	18- 8- 5
Johnson, H. F., Fundamentals of Soccer Water Polo .....	18- 4- 9
Jones, Tom, Development of Milers .....	18- 6-14

## K

Kinsey, Dan, Observing Hurdle Clearance .....	18- 9-17
Krieger, E. C., Changes in the 1937 Football Rules .....	18- 2-10

## L

Lambert, Eugene, The Development of Young Tennis Players .....	18- 7-32
Lambert, Eugene, Side Lights on Tennis Fundamentals .....	18- 9-20
Larson, A. W., Defense in Six-Man Football .....	18- 2-17
Larson, A. W., Introducing Six-Man Football .....	18- 1-16
Larson, A. W., Six-Man Football .....	18-10-40
Larson, A. W., Six-Man Football Tournaments .....	18- 3-12
Latent Power of Sugars, The .....	18- 7-40
<i>C. W. Hackensmith</i>	

## M

McElroy, George A., Championship Basketball in the Small High School .....	18- 5-34
--	----------

McLendon, Dana C., Developing the Passing Game .....	18- 1-20
McLendon, Dana C., Protection for the Passer .....	18- 2-16
Maeh, Johnny, Building International Friendship Through Track and Field .....	18- 7-39
Masters, Arthur B., The Fast-Break Offense .....	18- 5- 9
Matte, Otto H., Indoor Swimming Pool Design .....	18- 8-29
May, C. R., Deception in Basketball .....	18- 5-37
May, C. R., Shot Analysis .....	18- 4-32
Messersmith, Lloyd L., The Distance Traversed by College and High School Basketball Players and Effect of Rule Changes Upon Distance Traversed in College Games .....	18- 9-37
Morris, L. B., Play of the High School End .....	18- 2- 8
Moulton, Westcott E. S., Fundamentals and Trick Plays in Hockey .....	18- 5-10
Moulton, Westcott E. S., Hockey Pointers for 1937-38 .....	18- 4-22
Moulton, Westcott E. S., Play of the Goalkeeper in Ice Hockey .....	18- 6-20
Mountjoy, J. R., The Care of Athletic Equipment .....	18- 4- 8
Mousetrap Plays .....	18- 3-11

*Paul J. Schissler*

## N

Nash, Charles A., Arranging the Intramural Program in a Rural High School .....	18- 9-40
Nielsen, Winsor R. B., Adapting the Notre Dame System to High School Football Teams .....	18- 2-26
Night Football, A Survey of High School .....	18- 4-43
<i>C. E. Forsythe</i>	
Noble, Virgil J., Balancing the School Budget with a Circus .....	18- 5-18
Nordly, Carl, The Athletic Coach in the Community Recreation Program .....	18-10-27
Novak, Leo, The New Track and Athletic Field at West Point .....	18- 7- 5

## O

Observing Hurdle Clearance .....	18- 9-17
<i>Dan Kinsey</i>	
Olson, Carl, Training for the 880-Yard Run .....	18- 8-19
Olympic Association Games Committees, College Representation on the .....	18- 4-13
<i>John L. Griffith</i>	
Ostrander, Lloyd, Archery in School Physical Education and Community Program .....	18-10-44

## P

Pederson, James, The Coach Widens His Campus Influence .....	18-10-41
Phillips, Hermon, The Low Hurdles .....	18- 9- 6
Philosophy for Athletic Coaches, A .....	18- 9-35
<i>Dan O. Root</i>	
Pictures an Aid in Coaching Fundamentals .....	18- 8-26
<i>Jack Sheehan</i>	
Pomona Baseball Tournament, The .....	18-10-26
<i>C. Merrill Green</i>	
Price, Hartley D., Advanced Handbalancing .....	18- 5-13
Price, Hartley D., Fundamentals of Doubles Handbalancing .....	18- 6-28
Price, Hartley D., Handbalancing .....	18- 4-28
Price, Hartley D., Handbalancing Routines .....	18- 7-16

## R

Recreation Program, The Athletic Coach in the Community .....	18-10-27
<i>Carl Nordly</i>	

Review of the Year in Intercollegiate Athletics.....	18-10-11	Track and Field, Development of Milers.....	18- 6-14
Review of the Year in Interscholastic Athletics.....	18-10-13	<i>Tom Jones</i>	
Rickey, W. Branch, The Amateur and the Professional.....	18- 8-12	Track and Field, The Development and Training of	
Robinson, Tom, New Styles—Today's Swimming.....	18- 5- 5	Broad Jumpers.....	18- 8-13
Root, Dan O., A Philosophy for Athletic Coaches.....	18- 9-35	<i>Garfield W. Weede</i>	
Rule Changes Upon Distance Traversed in College		Track and Field, Early Conditioning for.....	18- 6-13
Games, The Distance Traversed by College and High		<i>E. C. Hayes</i>	
School Basketball Players and Effect of.....	18- 9-37	Track and Field, The New Track and Athletic Field at	
<i>Paul J. Fay</i>		West Point.....	18- 7- 5
<i>Lloyd L. Messersmith</i>		<i>Leo Novak</i>	

## S

Sachs, Len, The Modern Adaptation of the Professional		Track and Field, Observing Hurdle Clearance.....	18- 9-17
Game.....	18- 4-39	<i>Dan Kinsey</i>	
Schissler, Paul J., Mousetrap Plays.....	18- 3-11	Track and Field, Training for the Discus Throw.....	18- 8-46
Schissler, Paul J., The 1937 All-Stars and the Green Bay		Track and Field, Training for the 100-Yard Dash.....	18- 7-13
Packers.....	18- 2-13	<i>Charles B. Hoyt</i>	
Schlademan, Karl A., Training for the 440-Yard Run.....	18- 6-15	Track and Field, Training for the 220-Yard Dash.....	18- 8-18
Schulte, Henry F., Training for the Shot Put.....	18- 7- 7	<i>Frank Hill</i>	
Sheehan, Jack, Pictures an Aid in Coaching Funda-		Track and Field, Training for the 440-Yard Run.....	18- 6-15
mentals.....	18- 8-26	<i>Karl A. Schlademan</i>	
Sheehan, Jack, The Play of the Infield.....	18- 9-13	Track and Field, Training for the 880-Yard Run.....	18- 8-19
Shot Analysis.....	18- 4-32	<i>Carl Olson</i>	
<i>C. R. May</i>		Track and Field, Training for the High Hurdles.....	18- 7- 8
Six-Man Football for College Players.....	18- 1-16	<i>Weems O. Baskin, Jr.</i>	
<i>Judson A. Timm</i>		Track and Field, Training of Javelin Throwers.....	18- 7-14
Six-Man Football, Defense in.....	18- 2-17	<i>Glenn Hartranft</i>	
<i>A. W. Larson</i>		Track and Field, Training for the Pole Vault.....	18- 9- 5
Six-Man Football, Introducing.....	18- 1-16	<i>Dean Cromwell</i>	
<i>A. W. Larson</i>		Track and Field, Training for the Shot Put.....	18- 7- 7
Six-Man Football in Large and Small Schools.....	18- 1-16	<i>Henry F. Schulte</i>	
<i>Brantford B. Benton</i>		Track and Field, Working with High Jumpers.....	18- 9- 8
Six-Man Football Tournaments.....	18- 3-12	<i>Lawrence N. Snyder</i>	
<i>A. W. Larson</i>		Train, How Champions.....	18- 5-22
Snyder, Lawrence N., Working with High Jumpers.....	18- 9- 8	<i>Dr. Wilbur H. Bohm</i>	
Soccer Water Polo, Fundamentals of.....	18- 4- 9	Training Room, Ultra-Violet Rays in the.....	18- 1-32
<i>H. F. Johnson</i>		<i>W. A. Alexander</i>	
Student Management System in Intercollegiate Athletics.....	18- 9-32	Treat, Richard, The Use I Have Made of the Athletic	
<i>A. Claude Hart</i>		Journal in My Pitching.....	18-10-26
Sugars, The Latent Power of.....	18- 7-40		
<i>C. W. Hackensmith</i>			
Survey of High School Night Football, A.....	18- 4-43		
<i>C. E. Forsythe</i>			
Swimming, New Styles—Today's.....	18- 5- 5		
<i>Tom Robinson</i>			
Swimming Pool Design, Indoor.....	18- 8-29		
<i>Otto H. Matte</i>			

## T

Tabulation by States Showing Sports' Activities.....	18-10-30	Ultra-Violet Rays in the Training Room.....	18- 1-32
Taylor, John L., Your Line and Mine—On Defense.....	18- 1- 8	<i>W. A. Alexander</i>	
Tennis Courts Ideal for Student Use, Concrete.....	18- 5-15	Use I Have Made of the Athletic Journal in My Pitching,	
Tennis, Doubles Play, A Note on.....	18- 8-38	The.....	18-10-26
<i>Darwin A. Hindman</i>		<i>Richard Treat</i>	
Tennis Doubles, Tactics in.....	18- 8-10		
<i>Phil Brain</i>			
Tennis Fundamentals, Side Lights on.....	18- 9-20		
<i>Eugene Lambert</i>			
Tennis Players, The Development of Young.....	18- 7-32		
<i>Eugene Lambert</i>			
Timm, Judson A., Six-Man Football for College Players.....	18- 1-16		
Torney, Jr., John A., Games, Drills and Teaching De-			
vices for Basketball.....	18- 3-18		
Track and Field, Building International Friendship			
Through.....	18- 7-39		
<i>Johnny Mach</i>			
Track and Field, Creating Interest in Track in a Small			
High School.....	18- 7-19		
<i>V. W. Drenckpohl</i>			

## U

## V

## W

Wakefield, Mark C., Backboard Play.....	18- 5- 8
Water Polo, Fundamentals of Soccer.....	18- 4- 9
<i>H. F. Johnson</i>	
Weede, Garfield W., The Development and Training of	
Broad Jumpers.....	18- 8-13
Wells, Clifford, A Rushing Back-Court Defense.....	18- 6- 8
West Point, The New Track and Athletic Field at.....	18- 7- 5
<i>Leo Novak</i>	
White, Roy A., Balancing the Budget.....	18- 5-32
Wieman, E. E., Some Basic Principles of Line Play.....	18- 1- 7
Wilton, Frank, Punting, a Valuable Asset in Late-Season	
Games.....	18- 3- 7
Wolf, Raymond B., "Razzle-Dazzle" Football.....	18- 1- 9
Wrestlers, Pointers for.....	18- 3-13
<i>Richard K. Cole</i>	
Wrestling, Importance of Speed and Timing in Amateur.....	18- 4-10
<i>Richard K. Cole</i>	
Wright, Robert D., Should Basketball Teams Be Rated?.....	18- 9-42



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